Course Syllabus
SPE 479 Internship in Early Childhood Special Education and PreK to Grade 3 Elementary Education (SEEE/ECED)

**Area:** Teacher Education (TEP)
**Program:** Special Education & Multiple Abilities (SPEMA)
**Department Head:** Dr. Sandra Nichols

**CATALOG DESCRIPTION:** Involves a split internship placement of supervised teaching experience in special and inclusive or traditional general education primary grade classrooms for children with disabilities and those without disabilities.

**COURSE PREREQUISITES:**
Students must have been admitted and retained in the Teacher Education Program (TEP) and must have satisfactorily completed all core and program course requirements; one such requirement is an overall grade point average of 2.75. In addition, the students must have completed the Praxis-II and received a passing score.

**COURSE OBJECTIVES AND COMPETENCIES:**
*All State standards must be met in order to obtain a passing grade in this course.*
This course is designed to ensure that students acquire critical knowledge and skills. The course competencies presented below reflect basic standards and competencies derived from the Alabama Administrative Code. All standards on the Alabama Teacher Quality Standards list must be met in order to be recommended for certification. The University Supervisor and Cooperating/Mentor Teacher will cooperatively complete the checklist at the conclusion of your placement:

1. Ability to use students' prior knowledge and experiences to introduce new subject-area related content. (1)(c)1.(iii)
2. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings. (1)(c)1.(iv)
3. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. (1)(c)1.(v)
4. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner. (1)(c)2.(ii)
5. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. (1)(c)2.(iii)
6. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. (2)(c)1.(v)
7. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement. (2)(c)1.(vi)
8. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. (2)(c)1.(vii)
9. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. (2)(c)2.(vi)
10. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. (2)(c)2.(v)
11. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners. (2)(c)2.(vi)
12. Ability to collect and use data to plan, monitor, and improve instruction. (2)(c)2.(vii)
13. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. (2)(c)2.(viii)
14. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. (2)(c)2.(ix)
15. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. (2)(c)3.(iii)
16. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior. (2)(c)3.(iv)
17. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. (2)(c)3.(v)
18. Ability to use individual behavioral support plans to proactively respond to the needs of all students. (2)(c).3.(vi)
19. Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning. (2)(c).3.(viii)
20. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. (2)(c).4.(v)
21. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. (2)(c).4.(vi)
22. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (2)(c).4.(vii)
23. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. (2)(c).4.(viii)
24. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. (2)(c).4.(ix)
25. Ability to use strategies that promote the independence, self-control, personal responsibility, and self advocacy of all students. (2)(c).4.(x)
26. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. (2)(c).5.(v)
27. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. (2)(c).5.(vi)
28. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate. (2)(c).5.(vii)
29. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. (2)(c).5.(viii)
30. Ability to develop rubrics and to teach students how to use them to assess their own performance. (2)(c).5.(ix)
31. Ability to develop and select appropriate performance assessments. (2)(c).5.(x)
32. Ability to engage all students in assessing and understanding their own learning and behavior. (2)(c).5.(xi)
33. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. (2)(c).5.(xii)
34. Ability to model appropriate oral and written communications. (3)(c).1.(iv)
35. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening. (3)(c).1.(v)
36. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. (3)(c).1.(vi)
37. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students. (3)(c).1.(vii)
38. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions. (3)(c).3.(v)
39. Ability to communicate with others about mathematical concepts, processes, and symbols. (3)(c).3.(vi)
40. Ability to integrate technology into the teaching of all content areas. (3)(c).4.(iii)
41. Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate. (3)(c).4.(iv)
42. Ability to use technology to assess student progress and manage records. (3)(c).4.(v)
43. Ability to evaluate students' technology proficiency and students' technology-based products within content areas. (3)(c).4.(vi)
44. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. (4)(c).1.(iv)
45. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. (4)(c).1.(v)
46. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. (4)(c).2.(iii)
47. Ability to identify and refer students for diagnosis for special services. (4)(c).3.(iii)
48. Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. (4)(c)3.(iv)

49. Ability to help students assess their own learning styles and to build upon identified strengths. (4)(c)4.(iii)

50. Ability to design learning experiences that engage all learning styles. (4)(c)4.(iv)

51. Ability to create a learning community in which individual differences are respected. (4)(c)5.(iii)

52. Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. (4)(c)5.(iv)

53. Ability to involve parents and/or families as active partners in planning and supporting student learning. (5)(c)1.(iv)

54. Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. (5)(c)1.(v)

55. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities. (5)(c)1.(viii)

56. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. (5)(c)1.(ix)

57. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. (5)(c)1.(x)

58. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. (5)(c)2.(iv)

59. Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. (5)(c)2.(v)

60. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes. (5)(c)3.(iii)

61. Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives. (5)(c)3.(iv)

62. Ability to use and maintain confidential student information in an ethical and professional manner. (5)(c)5.(iii)

63. Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies. (5)(c)5.(iv)

64. Ability to access school, community, state, and other resources and referral services. (5)(c)6.(ii)

65. Ability to access resources to gain information about federal, state, district, and school policies and procedures. (5)(c)6.(iii)

66. Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications. (5)(c)6.(iv)

**ADDITIONAL Requirements with the New General Education Certification:**

1. Techniques for using manipulative materials and play as instruments for enhancing development and learning. (2)(a)1.

2. The components of comprehensive, research-based, effective reading, math, and science programs. (2)(a)3.

3. Democracy, democratic institutions, values, and behavior which will foster respect for self and others. (2)(a)6.

4. Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative. (2)(a)7.

5. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the early childhood education curriculum. (2)(a)9.

The student must demonstrate mastery of each of the aforementioned competencies in order to pass the course.
General Guidelines for ALL Sections of SPEMA Internship in Early Childhood Special Education/Early Childhood Education Teacher Program (SEEE-ECED)

Attendance: Unexcused absences are not allowed. Only two excused absences are permitted. Documentation of excused absences must be provided. See the “Guide for Teacher Interns”.

Academic Misconduct: "All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct."

Plagiarism: Is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism will be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and being suspended from the University.

Policy Regarding Reasonable Accommodation: If you are a student who requires an accommodation, please see the instructor for detail regarding the procedures for attaining documentation through the Office of Teaching and Learning. Undergraduates, Irregular Post-Graduates, and Alternative Certification Teacher Interns must complete a full fifteen-week internship (semester). The internship placement will be split between two placements based on the intern’s prior experience and areas of certification preparation in SEEE-ECED. For example, an early childhood special education certification internship consists of a seven to eight week placement completed only in prekindergarten and primary elementary settings where children with IEPs are enrolled (Placement A or B). An early childhood certification internship is completed in a general education or full inclusion primary grade setting (placement A or B). A Traditional Master’s Intern with a Class B teaching certification must complete a five-week internship (semester). The internship setting for the traditional master’s intern will be decided upon by the Office of Clinical Experiences and the Program Advisor.

COURSE REQUIREMENTS AND SPECIFIC COMPETENCIES:

2. Observe in special and general education classes.
3. When appropriate, plan and teach lessons in the general education classrooms.
4. When appropriate, plan and co-teach lessons in the special education and/or general education classrooms.
5. Assume responsibility for class when the Classroom Teacher attends regularly scheduled meetings with the college supervisor.
6. When appropriate, assist the general education teacher in the general education classroom [during the special education placement].
8. Prepare and use teacher-made materials in general and special education classrooms.
9. Evaluate self, peers, master teacher, and university supervisor at midterm and end of each placement.
10. Evaluate SEEE consultation program at midterm and end of each placement.
11. When appropriate, use curriculum based assessment (CBA). Maintain progress charts so that student progress can be documented and instructional decisions can be made.
12. Create a Teacher Work Sample (TWS) in each placement as part of a Professional Teaching Portfolio (Live Text) reflecting teaching students in the internship placements (see attached guidelines). This portfolio will be reviewed as part of the exit interview.
13. Attend SPEMA Seminars: January 30, March 5, April 23.
In addition, the Early Childhood Special Education Intern must:

1. **Assessment Batteries.** Complete an Assessment Battery on two students

   - a) one student **with disabilities** during the placement in the special education classroom, as established by the intern and the college supervisor and the classroom supervising teacher, or CMT. Each battery must include:
     - an appropriate developmental and/or achievement assessment (achievement tests employed by the school system).
     - a criterion-based standardized assessment or a domain specific assessment selected on the basis of each students’ strengths and needs.
     - two informal assessments (checklist, inventory, portfolio, etc.) based on student’s strengths and needs.

   - b) one student **without disabilities** during the placement in the general education classroom, as established by the intern and the college supervisor and the classroom supervising teacher, or CMT. Each battery must include:
     - an appropriate developmental and/or achievement assessment (achievement tests employed by the school system).
     - a criterion-based standardized assessment or a domain specific assessment selected on the basis of each students’ strengths and needs.
     - two informal assessments (checklist, inventory, portfolio, etc.) based on student’s needs.

Competency: 18, 24, 34, 37, 44, 45, 68

1. **Assessment Reports.** Complete Assessment Reports on each student evaluated in order to plan for classroom instruction. The report should follow the format used in SPE 302/476/501/576. Competency: 18, 24, 25, 27, 34, 37, 43, 44, 45, 56

2. **Individual Educational Programs.** Complete an IEP (or IFSP) on the student **with disabilities** based on the assessment battery and assessment report with the guidance of the Classroom Teacher. In instances where an IEP is in place, goals and objectives based on the above assessment results should be written for use as an addendum to the IEP. Competency: 5, 14, 19, 21, 22, 27, 32, 34, 43, 45, 46, 47

3. Develop two **Teacher Work Samples (TWS)** that include an instructional unit (one for each placement) that should last a minimum of 10 days each, which are culturally appropriate and include research-based interventions. The units will be taught by the intern employing developmentally appropriate methods, materials, physical and behavioral management. In addition, they will incorporate detailed lesson plans, health care plans, hands-on activities, student-specific instructional strategies, and assistive technology. The units will, also, develop functional, social independent living skills as appropriate. The intern will use unit and lesson plan formats and/or templates supplied by the SPEMA SEE-ECED/CTP program supervisor. Competency: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 23, 25, 26, 28, 29, 36, 38, 39, 40, 42, 48, 49, 50, 51, 54, 57, 59, 60, 61, 63, 64

4. Demonstrate **Explicit Evidence of Management** in the following: a) Class-wide management system b) Individualized management system (e.g. behavior management plans for students who display behaviors of concern) c) Self-monitoring management system (e.g.) student who is aware of the behavior that is being counted and is able to record the behavior.

   a. A detailed description of how the systems were implemented as well as sample materials should be included. Each of the management systems should include a data sample of learner response to your plan. A chart or figure illustrating data patterns which you rely on to conclude your effectiveness should also be provided which demonstrates your judgment of learner response. This needs to be monitored throughout the interventions – **DO NOT WAIT** to plot your data.
5. Complete a minimum of 20 full days of **Responsible Teaching** (10 days in each placement). One set of 10 days must be consecutive teaching days; a requirement of the Alabama State Department of Education (ALSDE). The intern will effectively use space, time, materials, behavioral plans, technology, and adult assistance in maximizing child progress in the classroom. Instruction (e.g., reading, writing, math, science, social studies) must be pre-planned and documented in the format assigned by the program advisors. Interns should consult cooperating teachers during the first two weeks of the placements to plan the optimum timing for the units to be taught. Interns should not schedule full-time teaching responsibilities during the final week of the placements. Competency: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 23, 25, 26, 28, 29, 36, 38, 39, 40, 42, 48, 49, 50, 51, 54, 62, 63, 65, 66, 67, 68, 70, 71

6. **Participation.** Participate fully and collaboratively during both placement and transition, following the guidance of the cooperating teachers to assume as much responsibility for aspects of instruction as possible. These responsibilities may include, but not be limited to participating in a common planning period with the regular classroom teacher if in an Inclusion program, planning and implementing lesson plans, handling classroom routines, behavior intervention, modeling, and integrating multicultural awareness, acceptance, and appreciation, attending faculty meetings and parent-faculty conferences. It is generally wise to begin assuming responsibility gradually, building toward full responsibility, if practical, by the end of each placement.

7. **Conferences.** Attend and participate in Conferences between supervising teachers and/or parents to discuss support for student’s needs (i.e., self determination); attend seminar discussions with the university supervisor or CMT as required (for example, feedback conversations following observations of the intern, on-campus or school seminars with the university supervisor or CMT, and as required by the College of Education). Seminar attendance is mandatory. Competency: 17, 19, 31, 39, 41, 69

8. **Reflections.** Keep Weekly Reflections using the Internship Log and Weekly Reflections forms provided on Live Text. These forms should be kept in a notebook or binder and should be available in the classroom on a daily basis, and may be reviewed by the university supervisor during observations. In addition, the reflections will be sent electronically to the Director of Field Experiences in the Clinical Experience Office as indicated on the calendar in the Guide for Interns. Competency: 17, 19, 31, 35, 41, 43

9. **Professional Teaching Portfolio.** Compile a **SPEMA Professional Portfolio** in LiveText that includes all of the required components (see below) to document professional work experienced during the placements. The portfolio will be presented to the members of the Special Education and Multiple Abilities (SPEMA) department at the conclusion of the internship semester as part of the Exit Interview. Competency: 17, 19, 31, 32, 35, 41, 43

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**EVALUATION**

The course grade will be based on University Supervisor and Cooperating Teacher observations of your teaching, your responsiveness to feedback, the quality of the products found in your Professional Teaching Portfolio and Teacher Work Sample, and the degree of professionalism you display. See the Guide for Teacher Interns grading forms. Competencies: 1 – 71

**SUPERVISION**

Unless you are placed with a Clinical Master Teacher (CMT), a University Supervisor will visit and observe you a minimum of three times during each of the placements. Following the observation, you will be provided with positive and corrective feedback, as well as given assistance with any problems you may be experiencing. The cooperating teacher will closely supervise and provide consultation and feedback on a daily basis. In addition, she/he will be asked to formally evaluate and meet with you at least once a week. You should gradually assume responsibility for managing the classroom and supervising the aide (if one is present), but the cooperating teacher should remain in the classroom at all times, regardless of the level of responsibility you have assumed. The cooperating teacher will be able to step in and take over and we will be free to talk following observations without breaking the flow of instruction.
You will create a Professional Teaching Portfolio in LiveText that includes ten components, including the Teacher Work Samples (TWS) that is reflective of the internship placement. The purpose of the portfolio is to document the effectiveness of your teaching and use it as a tool when interviewing for teaching positions. The portfolio should reflect your knowledge and skills as a teacher. You may include pictures, audio clips, or samples of some of your best work. At the end of our student teaching placement, you will be required to present (e.g., explain, walk through) your portfolio and TWS with representatives from the area of SPEMA as part of the Exit Interview.

Each portfolio should contain the following components (Special Note: Required section and introductory paragraphs. Each section should be introduced by an introductory paragraph delineating the contents included in the section. The introduction should include the name and purpose of the section. The purpose must be correlated with the competencies from the Alabama State Department of Education.):

1. **Title page.** This section must include pertinent person information (i.e., full name, CWID#, date of graduation, dates of the placements, name of schools where you completed your internships placements, name of the supervising teachers)

2. **Personal philosophy.** This section is to be one summative narrative essay that must include your personal philosophy regarding:
   - teaching students with mild and moderate disabilities
   - teaching students with severe and profound disabilities
   - academics
   - classroom management
   - general aspects of teaching students with and without disabilities.

3. **Professional Resume.** A copy of your most up-to-date resume.

4. **Professional References.** A list of the names and addresses of those individuals you would use as references.

5. **Explicit Evidence of Management.** This section must include evidence of management in the following three areas:
   - Class-wide management system
   - Individualized management system (i.e., behavior management plans for students who display behaviors of concern)
   - Self-monitoring management system A detailed description of how the systems were implemented as well as sample materials should be included. Each of the management systems should include a data sample of learner response to your plan. A chart or figure illustrating data patterns which you rely on to conclude your effectiveness should also be provided which demonstrates your judgment of learner response. This needs to be monitored throughout the interventions – DO NOT WAIT to plot your data.

6. **Sample Individualized Education Programs (IEP).** You will choose one student whom you will evaluate and write an IEP. The evaluations must include:
   - One broad-range standardized achievement test (i.e., Battelle-2, KTEA-2)
   - One criterion reference achievement test (i.e., AEPS, Brigance-R)
   - One behavioral rating scale designed for students with severe and profound Disabilities (i.e., Vineland, ABAS-2) You will then use the results of the above assessments, classroom observations, and student academic performance to write an IEP that is appropriate for the student. You will also include any accommodations and/or curriculum modifications that may be needed in general education classrooms and the justifications for those accommodations and/or curriculum modifications.
7. **Teacher Work Sample (TWS).** You need to implement your TWS/units (one for each placement) during your full days of teaching. Before implementation, the units are to be approved first by your cooperating classroom teacher, and then the university supervisor. The required components of the TWS are:

(a) Contextual Information

(b) Learning Goals/Teaching Unit
   (1) Unit Overview (i.e. topic, description, primary and secondary subject areas, grade level, targeted state content standards, primary learning objectives, additional learning objectives, approximate days needed)
   (2) Procedures (i.e. key concepts and vocabulary, instructional strategies, learning activities, technology plans, pre-requisite activities, day-by-day overview)
   (3) Accommodations and Curriculum Modifications
   (4) Assessment Strategies (based upon the primary and additional learning objectives)

(c) Assessment Plan
   (1) Formative
   (2) Summative

(d) Instructional Design/Lesson Plans *Detailed Lesson Plan Days 1 through 10

(e) Instructional Decision-Making

(f) Analysis of Learning
   (1) Pre-Test Scores
   (2) Post-Test Scores
   (3) Analysis of learning gains
   (4) Relationship of results to instructional methods

(g) Reflections on Teaching and Learning

8. **Evidence of Collaboration.** This includes a narrative and items that evidence co-planning with another general education or special education intern or teacher, but NOT the cooperating/supervising classroom teacher, about a lesson, project, problem, or school event. This evidence is to include:

   (1) Planning Log. You are to keep a collaborative planning log for your collaboration. The log should look something like the example provided below. You may end up meeting a couple of times regarding the purpose. For example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Purpose of Meeting</th>
<th>Planning Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3</td>
<td>7:00-8:30</td>
<td>Decide the lesson to teach. Divide responsibilities.</td>
<td>Erosion Sally—provide the introductory experience, guide students through cooperative group assignment, review lesson. Jane—relate information to students background knowledge, provide the guided practice (questions/predictions portion) independent assignment (assessment).</td>
</tr>
<tr>
<td>March 10</td>
<td>7:30-8:15</td>
<td>Discussed</td>
<td>Begin lesson with review of teacher/student.</td>
</tr>
</tbody>
</table>

   (2) Evaluation Rubric and Reflection for collaborative planning. Reflect on the experience in working with a partner(s). What were your concerns about collaborative planning? How did you resolve those concerns? What were the strengths of your partnership (give examples)? What were the weaknesses (give examples)? What do you need to learn to be a better collaborator with your partner? What general ideas did you learn about yourself (the good and bad) through collaboration?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Characteristics</th>
<th>Points</th>
</tr>
</thead>
</table>
| Contribution     | Equal member in participation Did an appropriate amount of work | 5—Made a lot of valuable contributions  
3—Contributed at expected level  
1—Very little contribution |
| Project conception | Equal contributor in developing the project  
Added helpful information  
Understood project focus | 5—Went above and beyond to develop and formulate project  
3—Did what was expected  
1—Really did not help focus the group |
| Commitment       | Attended all group meetings Took the project seriously  
Good work ethic | 5—Very committed and enthusiastic about the collaboration  
3—Made an effort to be collaborative  
1—Not consistently committed |
| Quality          | Contributed in ways that demonstrated professionalism  
Quality of product met professional expectation | 5—Best work exemplifies  
3—Product was appropriate  
1—Product needed more work than was demonstrated |

<table>
<thead>
<tr>
<th>Additional Comments</th>
<th></th>
<th>Total Points</th>
<th>Total Points</th>
</tr>
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9. **Evidence of communication.** Interns are expected to stay in contact with the parents of their students. Evidence of communication may include:

(1) Annotated notes from conferences or telephone calls  
(2) Progress monitoring journal  
(3) Newsletters  
(4) Personal letters  
(5) Notes home

10. **Evidence of commitment to professional activities and development.** Keep records of all activities you attend or in which you participate that are designed to enhance the lives of persons with disabilities. These activities may include, but are not limited to:

(1) Professional Conferences (e.g., AFCEC attendance & poster presentation)  
(2) School-or System-based workshops or professional development programs  
(3) Volunteer Projects  
(4) Professional Memberships
Exit Information

Teacher Interns identified as undergraduates or irregular post-graduates will not be recommended for a teaching certificate until they have passed the Intern Exit Interview Evaluation.

(1) **Intern Exit Interview Evaluation** (Interview and Presentation). The Intern Exit Interview Evaluation for all undergraduate, irregular post-graduates, and alternative master interns will consist of an Exit Interview and Professional Teaching Portfolio (LiveText)/Teacher Work Sample Presentation. Interviews and presentations will be scheduled during the week following the completion of the internship (Final Exam week). Interviews and presentations will be approximately 20 to 30 minutes in length. The interview panel may consist of two or more representatives from the SPEMA faculty and, possibly, one representative from the Office of Clinical Experiences. Interns should dress professionally, as if interviewing for a job.

<table>
<thead>
<tr>
<th>Ten Components of the SPEMA Professional Portfolio (*See Syllabus for complete details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) EC Special Education Placement (1)</td>
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<tr>
<td>Class-wide management system (1)</td>
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