

INTERNSHIP TIMELINE FOR 10-WEEK PLACEMENTS

Special Education Interns

UNIVERSITY SUPERVISOR & MENTOR: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by fax to 406-243-4908.

DUE DATE	✓	FORM(S)	WHO
Spring Semester: Sept. 15 Autumn Semester: Feb. 15		Pay forms OR Credit Registration for Continuing Education	UM supervisor and mentor teacher
Week Five		Midterm Assessment	Submission: <u>Only</u> required for out of state placements or to report student progress concerns (UM supervisor)
Week Ten		Contact Log	Mentor Teacher
		Final Assessment	UM supervisor
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor

OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

Intern Responsibilities	Mentor Teacher Responsibilities	University Supervisor Responsibilities
Apply and evaluate your teaching philosophy, while learning all aspects of teaching. Review UM <i>Special Education Student Teaching and Internship Handbook</i> .	Provide positive support and guidance for the intern and create time for periodic discussions for the intern to ask questions, reflect on teaching progress, and assist in building relationships throughout the school community. Allow the intern to share some successes.	Help direct the growth and development of the intern teacher to achieve the nine performance-based outcomes. Help build a collaborative partnership between the Phyllis J. Washington College of Education and Human Sciences, school administration, and interns.
WEEKS 1		
<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Review evaluation criteria in <i>Special Education Student Teaching and Internship Handbook</i>.</p> <p>► Complete initial visit with your university supervisor. Discuss the benefits you hope to gain from your internship and the goals you have set for yourself for the next 10 weeks.</p> <p>► Contact your Special Education Advisor for information about Professional Development Portfolio requirements.</p> <p>► Begin work on your Professional Development Portfolio.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Initial visit with intern. Discuss how your strengths can assist with the intern's professional growth and development as a teacher.</p> <p>► Determine times to meet with intern to discuss issues, concerns or other teaching aspects that may help the intern. Offer assistance with required reports, or other paper work for CST or IEP meetings and follow-up progress reports.</p>	<p>► Review <u>Student Teaching and Handbook</u> and forms in Appendix.</p> <p>► Review evaluation criteria in <i>Student Teaching Handbook</i>.</p> <p>► Complete an initial visit with the intern to review responsibilities and introduce yourself to school office personnel. Schedule 4 observations for a 10 week assignment.</p>

WEEKS 2-4		
▶ Work to increase competency in the evaluation criteria areas.	▶ Continue with mentoring of assigned intern, adhering to the 5 principles for effective mentoring (listed at the end of this form) and your district's guidelines for mentoring beginning teachers.	▶ Begin observations and conferences; provide student with written assessments.
WEEKS 5		
▶ Complete Midterm Assessment as a self-assessment before midterm conference with university supervisor. ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of: (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop.	▶ Based on your review of the intern's midterm self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual's growth and development as a teacher.	▶ Schedule a midterm conference with intern. ▶ Complete Midterm Assessment form. Confer with the intern concerning his/her midterm self-reflection and review the intern's goals to improve his/her effectiveness as a teacher. If any concerns, or if an intern has a majority of ratings of 2 or lower, contact the Director of Field Experiences immediately.
WEEK 6-9		
▶ Continue to enhance competencies.	▶ Continue to mentor	▶ Complete remaining observations.
WEEKS 10		
▶ Schedule final conference with university supervisor to discuss <i>Final Assessment</i> , letter grades and sign paperwork. ▶ Submit Professional Development Portfolio to your Special Ed advisor. ▶ Consult with Licensure Specialist, in Office of Field Experiences, to add endorsement. Order an official transcript to be sent to the Phyllis J. Washington College of Education and Human Sciences, Licensure Specialist, The University of Montana.	▶ Continue to mentor ▶ Submit the Contact Log to the Office of Field Experiences.	▶ Schedule final conference with intern to discuss Final Assessment, letter grades, and sign paperwork. ▶ Submit to the Office of Field Experiences <input type="checkbox"/> Your Summative Assessment <input type="checkbox"/> Your Final Assessment Note: These forms must be submitted on time to meet grade posting and licensure requirements.

❖ **Notify the Director of Field Experiences immediately if any intern, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment.** All out-of-state supervisors should return a midterm assessment to the Office of Field Experiences.

FIVE PRINCIPLES FOR EFFECTIVE MENTORING*

- 1. Identify/acknowledge who you are and what you can offer as a mentor to a beginning teacher.**
What goals do you have as a mentor? How can you encourage a beginning teacher?
- 2. Help build relationships with the new teacher and other teachers in the school.**
Assist the intern in identifying /observing different teaching styles and develop their personal teaching strengths.
- 3. Create opportunities for quality conference time.**
Be a good listener and maintain confidentiality.
- 4. Assist the intern in on-going self-reflection.**
Consider different approaches such as a journal for one or two weeks.
- 5. Maintain/help develop a "Professional Community of Learners."**
Encourage the intern to join and become active in a professional organization. Attend conferences, workshops, seminars, etc.