**NDNU School of Education**

**Education Specialist Program**

**EDU 4230/4231: Student/Intern Teaching Seminar (Special Education) (3 units)**

**Fall, 2023**

**Instructor**: Terry Jacobs

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**Course Schedule:** Thursday, in person, 4:30-6:30 **Room:** Saint Mary’s Hall, Room 118

**Office Hours**: By appointment (in-person or Zoom)

**Course Description:** EDU 4230/4231 Student/Intern Teaching Seminar (Special Education)

Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. The seminar supplements the regular contact provided by the university supervisor and the district employed support provider

. The seminar provides an opportunity for candidates to discuss and reflect upon the practical application of concepts learned in coursework in their clinical practice placements. The seminar instructor and university supervisor, in collaboration with the school district-employed support provider work together to help candidates demonstrate their competency in the clinical practice portion of their credential program. The course is taught with the Core Values of Notre Dame de Namur University in mind. These core values are:

* The Whole Person: a commitment to develop one’s fullest potential
* The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
* The Just Society: a commitment to enhance justice and peace at the personal, community and global levels

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| **Learning Outcomes** | **Universal TPEs** | **MMSN TPEs** | **ESN**  **TPEs** |
| See current Teacher Performance Expectations (TPE) |  |  |  |
| Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum/ |  | P/A:M1.1 |  |
| Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). | P/A: U1.4 | P/A: M1.4 |  |
| Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. | P/A: U1.1 |  | P/A: E1.4 |
| Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. | P/A: U1.1 | P:1.7 |  |
| Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive  communication skills and systems to replace negative behavior. | P/A: U2.1/2.6 | P/A: M2.5 | P/A: E2.8 |
| Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and, **if so,** to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. | P/A: U2.6 | P/A: M2.6 | P/A: E2.9 |
| Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. | P/A: U2.4 | P/A: M2.7 | P/A: E2.10 |
| Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. | P/A: U2.2 |  |  |
| Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. | P/A: U3.2 |  |  |
| Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. | P/A: U3.5 |  |  |
| Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning | P/A: U4.7 |  |  |
| Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. | P/A: U1.6 |  |  |
| U *3.4* Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. | P/A: U3.4 |  |  |
| U *4.4* Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:  • appropriate use of instructional technology, including assistive technology;  • applying principles of UDL and MTSS;  • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;  • appropriate modifications for students with disabilities in the general education classroom;  • opportunities for students to support each other in learning; and  • use of community resources and services  as applicable. | P/A: U4.4 |  |  |
| Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking | P/A: U4.6 |  |  |
| Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback |  | P/A: M5.3 | P/A: E5.4 |
| Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. | P/A: U6.1 |  |  |
| Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. | P/A: U6.2 |  |  |
| Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. | P/A: U6.3 |  |  |
| Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. | P/A: U6.4 |  |  |
| Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. |  | P/A: M6.2 | P/A: E6.3 |
| Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs. |  |  | P/A: E6.1 |
| Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. | P/A: U6.4 |  | P/A: E6.2 |

**Disability Resource Center (DRC)**

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](https://www.ndnu.edu/registrar/disability-resource-center/) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at [DRC@ndnu.edu](mailto:DRC@ndnu.edu)

**Library**

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, e-books, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact [library@ndnu.edu](mailto:library@ndnu.edu) or schedule an appointment on the library [homepage.](http://library.ndnu.edu/)

**COVID-19**

NDNU requires employees and students working or learning on campus to be fully vaccinated [[https://www.ndnu.edu/resources/covid-19-info/].](https://www.ndnu.edu/resources/covid-19-info/) Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR (hr@ndnu.edu).

**Email Communications**

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at [helpdesk@ndnu.edu](mailto:helpdesk@ndnu.edu) or (650) 508-3555.

**Netiquette**

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

**Recording of Class**

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

**Privacy and Confidentiality**

One of the highlights of the NDNU academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school**.**

**Required Textbooks/Readings/Links** No text required.

* California Department of Education Content Standards:

<https://www.cde.ca.gov/be/st/ss/>

* California English Language Development Standards:

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

* California Department of Education Curriculum Frameworks:

<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

* Education Specialist CalTPA Performance Assessment Guide Instructional Cycle 1 and related Handbook and materials will be provided
* Journal articles and other readings to be determined. They will be handed out or sent electronically one week before designated class
* California Department of Education Content Standards:
* <https://www.cde.ca.gov/be/st/ss/>
* California Department of Education Curriculum Frameworks:

<https://www.cde/ca/gov/ci/cr/cf/allfwks.asp>

* Karen Breslow’s Padlet: <https://padlet.com/kbreslow>
* Positive Environments Network of Trainers (PENT): [www.pent.ca.gov](http://www.pent.ca.gov)
* California Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/lr>
* Edutopia: <https://www.edutopia.org>
* Facing History and Ourselves: [www.facinghistory.org](http://www.facinghistory.org)
* Council for Exceptional Children (CEC): <https://exceptionalchildren.org>
* California Association of Resource and Special Educators (CARS plus):

[www.carsplus.org](http://www.carsplus.org)

* Free k-12 English Language Arts standards-based practices, lesson plans, videos, activities and apps: [www.readwritethink.org](http://www.readwritethink.org)

**Course Requirements:**

**Student Teachers**

* Participate in a minimum of 20 hours per week for 15 weeks in school-based student teaching in credential area. Hours per week may be flexible if student teacher works more than 15 weeks.
* Two weeks of solo teaching

First week may be split between various weeks

Second week must be done on consecutive days

**Interns**

* Teacher of record in education specialist position in credential area
* NDNU Intern supervision and Support Record turned in monthly

**Student Teachers and Interns**

* 6 observations by NDNU supervisor (one informal and five formal)
* Submission of five NDNU lesson plans before each observation and six reflections afterwards to university supervisor
* Three meetings with district-support provider, student and NDNU supervisor (beginning of semester to review supervision paperwork and expectations, mid-semester and end of the semester to review evaluations completed by the district support-provider including the TPE, lesson observation, and professional checklist.)
* Completion of course assignments
* Attendance at seminar at NDNU

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| **Assignments** | **Due Date** |
| CalTPA Multimedia Language Arts Lesson Presentation using Ed Specialist CalTPA lesson plan and Step 1 rubrics Lesson Plan and materials | October 24 |
| IEP (interns: one you have written; student teachers: one that you have written with mentor teacher assistance) | November 16 |
| Written Responses to Iris Module on PBIS Part I <https://iris.peabody.vanderbilt.edu/module/beh1/> | September 7 |
| Written Responses to Iris Module on PBIS Part 2 <https://iris.peabody.vanderbilt.edu/module/beh2/> | September 14 |
| Three-Tier Positive Classroom Behavior Management Plan (see rubric) | November 9 |
| Reflective Questionnaire (will be completed in class) | December 7 |
| Weekly Reflections to be completed in class | Weekly |

**Attendance**

Students are required to attend ALL scheduled class meetings (in-person or online); where non-attendance will be considered in the grading process and reflected upon the course grade awarded. A student’s attendance at school functions where the student is a student teacher, intern, or teacher of record may be excused with prior notification/approval for the instructor. Absences may also be excused for illness, last minute emergencies, bereavement, etc. but student must make arrangements with the instructor. Please note that for an excused absence, the student may receive credit for attendance but will need to turn in assignments due at that class and make up missed in-class activities that day.

**Participation**

Participation includes, but is not limited to: attendance, completing assigned readings, engaging in discussions, and participating in individual and small group activities.  Since your active presence is expected, please refrain from engaging in distracting activities

during class such as: texting, emailing, internet surfing, phone calls, and checking your smartphone or computer.

**Course Evaluation:**

The seminar grade is determined by the seminar instructor based on participation and completion of assigned work, as well as on the evaluation by the university supervisor based on lesson plans, feedback from the district employed practicum support person, and classroom observations. Candidates are expected to attend each session, share issues and activities from their placements that could be instructive to other candidates in the seminar and actively participate in the seminar activities and discussions.

**TPE:** The evaluation of Student/intern Teacher Evaluation form is used to evaluate candidates growth toward meeting the teacher performance expectations set out by the California Commission on Teacher Credentialing (CTC). During the semester, your university semester

**Academic Integrity**

NDNU’s core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community,and breaches of this trust have serious consequences. Please see the [Student Handbook](https://www.ndnu.edu/resources/) for a detailed discussion of Academic Conduct expectations.

**Academic Success Center (ASC)**

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](https://hnu.instructure.com/courses/6013) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

**Course Meeting Schedule**:

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| **Date** | **Topic/Assignments** | **Universal TPEs** | **MMSN TPEs** | **ESN**  **TPEs** |
| ***Class 1***  *Aug.31* | * Sharing Time: Introductions   Review syllabus  Review Supervision Calendar  Overview of Education Specialist CalTPA  Pair/Share What are your assets (cultural, social and academic)? What are your needs?  Complete practicum placement questionnaire  (exit ticket)  *Assignments:*   * Read TPE/CSTP and Professional Checklist (PPC), Written Reflection on your day-to-day practicum experiences. What stands out as an “Ah Ha” moment? A challenge? What is something that you want to share for group input/discussion? * Schedule six observation dates with NDNU supervisor and three TPE/PC meetings with you, practicum mentor teacher or mentor and NDNU supervisor (first before 1/26; second before 3/9 and third before 4/27 with student teacher/intern support provider, you and NDNU supervisor. Share electronic handbook with practicum support provider. Bring schedule to seminar. * Written responses to Iris module: <https://iris.peabody.vanderbilt.edu/module/beh1/> | P/A: U2.2  P/A: U3.2  P/A: U6.1  P/A: U6.2  P/A: U6.3 |  |  |
| ***Class 2***  *Sept.7* | Reflections on classroom experiences  Assessments: Review examples of self-assessments, formative assessments, and summative assessments.  Discuss TPE/CSTP and PC  Review supervision paperwork, observation/meeting schedule, timeline, lesson plans and expectations for the semester  *Assignments for next seminar:*   * Read “Overview” pp. 1-7 from CalTPA Performance Assessment Guide * Review the Teaching Performance Expectations (TPE) in your first meeting with university supervisor and practicum supervisor; select 1-2 TPEs to focus on for the first half of the semester and write goals for each, entering them on the Growth Plan. * Written responses to Iris module 2: <https://iris.peabody.vanderbilt.edu/module/beh2/> | P/A: U5.2  P/A: U5.3  P/A: U5.6 |  |  |
| ***Class 3***  *Sept.14* | Instructional Strategies   * MTSS: Introduce 3-tiers of Positive Behavior Interventions and Supports (PBIS) for the classroom * Jigsaw: PBIS articles from Jan/Feb *Teaching Exceptional Children Addressing Behaviors in the Classroom vol. 55 Issue* * Small group think/pair/share: PBIS at your school site; PBIS in your classroom community, planning and teaching * Sharing Time: Reflection on your classroom experiences and goals (turn in Growth Plans) * Discuss CalTPA lesson assignment   *Assignments:*   * Read CalTPA “Getting to Know Your Students” pp.8-10. Look up underlined vocabulary definitions in Ed Specialist CalTPA Glossary. * Review Step 1: Plan Part A: Getting to Know Your Students Template. Complete draft of Whole Class or Small Learning Group section and bring to next seminar. * Reflect on Focus Student 1 (ELL or redesignated ELL student) description in the CalTPA Guide and Focus Student 1 section of Step 1: Plan. Identify two potential Focus Student 1 students from your placement. * CalTPA Guide Cycle 1: Print out and bring Evidence Table (pp.6-7) and Rubrics 1.1 (pp. 25-26) and 1.2 (pp. 27-28) to class next week. Read two Edutopia articles: 3 Steps to Developing an Asset-Based Approach to Teaching and Learning Plan for a Sixth Grader that is embedded in the article; and An Asset-Based Approach to Instruction and Assessment before next seminar: <https://www.edutopia.org/article/3-steps-developing-asset-based-approach-teaching/> and <https://www.edutopia.org/article/using-asset-based-approach-instruction-and-assessment/> | P/A: U2.2  P/A: U5.2  P/A: U5.6  P/A: U6.1 | P/A: M1.7  P/A: M2.5  P/A: M2.6  P/A: M2.7 | P/A: E1.4  P/A: E2.8  P/A: E2.9  P/A: E2.10 |
| ***Class 4***  *Sept.21* | * Sharing Time: Reflection on classroom experiences   Instructional Strategies:  Review the Cal TPA Performance Assessment Guide “Getting to Know Your Students (GTKYS)” pp. 8-10   * Discussion: How will asset-based instructional design inform your planning, teaching and assessment of your students? Identify instructional strategies that support asset-based instruction for the Whole Class and for Focus Student 1 * Complete reflection on Edutopia articles on asset-based approach to instruction * Review Evidence Table and Rubrics 1.1 and 1.2. * Small Group Share: Whole Class or Small Learning Group section: Report out key “take-aways” to whole class. * Pair Share on Focus Student 1: Discuss why you selected these students as potential Focus Student 1; Identify 1) key ideas about how this will inform your planning/teaching/assessment for this student as well as the whole class/small groups and 2) questions for the whole class discussion   **Assignment Due:** Draft Step 1: Plan-Whole Class or Small Learning Group section.  **Assignment:** Draft of Focus Student 1 section in Step 1: Plan Part A: Due next week.   * Bring color printout of best practices sample IEP (Complete Sample IEP) from Karen Breslow’s Padlet | P/A: U2.2  P/A: U2.3  P/A: U3.5  P/A: U1.6  P/A: U5.6  P/A: U6.1 |  |  |
| ***Class 5***  *Sept.28* | Collaboration   * Sharing Time: Reflections on classroom experiences with paraprofessionals, colleagues, service providers and families: Successes and goals for improvement * Working with Paraprofessionals * Collaborating with families and related services personnel * Communicating effectively with peers, colleagues, families and members of the larger school community | P/A: U6.4 | P/A: M6.2 | P/A: E6.1  P/A: E6.2  P/A: E6.3 |
| ***Class 6***  *Oct.5* | Guest Presenter: Karen Breslow, San Mateo County SELPA: IEP Best Practices. Compare your IEP to Best Practices example. Special education law. |  | P/A: M5.3  P/A: M5.4 |  |
| ***Class 7***  *Oct.12* | Guest Presenter: Karen Breslow, San Mateo County Selpa: IEP Best Practices part 2. Special Education law. CALPADS for case managers, agenda writing, goal writing and notetaking, Q&A from padlet  IEP Process   * Discussion of IEP form: How does this form link to “Getting to Know Your Students”?   How does this form shift the focus from student deficits to student assets?  How does the IEP form engage general education teachers, parents and students in the IEP process? Does this change the current IEP process at your school? How? How will this IEP form change how you plan, teach and assess your students?  Lesson Planning Part 2   * Small group discussion/Share Out: Why do we plan lessons? What is the purpose of this planning? What is our ultimate goal for a lesson? * A walk through the Sample Activity Plan Template   Sharing Time: Reflection on Classroom Experiences  Next seminar is Mid-Term  Assignments due are:   * Evaluation of Student/Intern Teacher Effectiveness (TPE) * TPE Growth Plan * Professional Checklist * Lesson Observation by district-employed supervisor (practicum teacher or intern mentor) | P/A: U3.2  P/A: U4.7  P/A: U6.1  P/A: U6.3 | P/A: M1.1  P/A: M1.4 | P/A: 5.4 |
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| ***Class 8***  *Oct.19* | * Sharing Time: Reflection on classroom experiences * Legal issues in Special Education * UDL and MTSS * Accommodations and Modifications | P/A: U3.4  P/A: U4.4  P/A: U3.2 |  |  |
| ***Class 9***  *Oct.26* | * Sharing Time: Reflection on classroom experiences * Students share multimedia CalTPA English language arts lessons with class; lesson plans, slides, resources are due |  |  |  |
| ***Class 10***  *Nov.2* | * Sharing Time: Reflection on classroom experiences * Dyslexia presentation and video: California Dyslexia Guidelines:   <https://www.cde.ca.gov/sp/se/lr> |  |  |  |
| ***Class 11*** |  |  |  |  |
| *Nov.9* | * Pair/Share Getting to Know Your Students Template. Turn in today. * Reflection on classroom experiences * Reflecting on what you have learned and establishing professional learning goals: Remember reflection is something to do after every lesson and activity you teach, as well as interactions with students/adults throughout the day * What is the purpose of reflection? What is and isn’t a reflection? * Legal issues in special education | P/A: U6.3 |  |  |
| ***Class 13***  *Nov.16* | * Sharing Time: Reflection on classroom experiences * Co-Teaching with guest co-teachers * Differentiating instruction in the co-taught classroom * Resources for co-teaching | P/A: U4.6  P/A: U6.1 |  |  |
| ***Class 12***  *Nov.30* | * Sharing Time: Reflection of classroom experiences   Best Activity Sharing   * What was the best activity, lesson or experience you had with your class this semester? * Why was it the best? * How will you use what you learned from this activity going forward?   Looking Forward   * What would you like to learn or do next semester in EDU 4231, or for professional development?   Assignments Due Next Week:   * Evaluation of Student Teacher/Intern Effectiveness (TPE) * TPE Growth Plan * Professional Checklist |  |  |  |
| ***Class 13***  *Dec.7* | * Sharing Time: Reflection   Reflection on the semester  End of the semester poster survey and debrief with Dean Caryl Hodges  **Reminder:** Complete the Course Evaluation on the Portal  End of term/Due today  Evaluation of Student Teacher/Intern (TPE)  TPE Growth Plan  Professional Checklist  Transition to Induction (4231) |  |  |  |

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made.