

**Internship Remediation Plan – Mr. Student
Developed March 2nd, 2012**

Specific concerns were identified with regard to Mr. Student’s professional behaviors and field-based competencies as part of the internship midyear evaluation. Mr. Student, his field supervisors (Mr. Supervisor 1 and Dr. Supervisor 2), and university internship supervisor (Dr. Newman) developed a plan to support Mr. Student’s continued development through the end of the internship. The following items were discussed, and a plan of action identified. We agreed to revisit this plan the week of April 2nd, 2012.

Item Discussed	Plan of Action
Mr. Student’s strengths	<ul style="list-style-type: none"> ○ Several strengths in Mr. Student’s work thus far were noted, including: <ul style="list-style-type: none"> • Behavioral problem solving, including involvement in Functional Behavioral Assessment and Behavior Intervention Plan development • Implementation and monitoring of Social-Emotional Learning interventions across tiers and settings • Leading groups at the high school setting during his internship rotation
The frequency and structure of supervision	<ul style="list-style-type: none"> ○ Mr. Student will schedule weekly closed-door supervision time with Mr. Supervisor 1 and Dr. Supervisor 2 ○ Prior to supervision meetings, Mr. Student will develop two or three written questions or priorities to focus on in meetings, and share this information in advance of the meeting with his supervisors ○ Prior to supervision meetings, Mr. Student will provide his supervisors any materials (e.g., written report, structure for presenting information at a meeting, case data) to be discussed in supervision ○ Prior to supervision meetings, Mr. Student will review any materials to be discussed in supervision (e.g., test manual of an instrument to be administered) ○ Mr. Student has created a calendar including a timeline for completing tasks at each of his schools.

	<p>He will review his calendar with his supervisors on an ongoing basis</p> <ul style="list-style-type: none"> ○ All of Mr. Student’s supervisors will provide feedback on his performance using the NLU Field Evaluation of Student (FES) and Professional Behavior Evaluation of Student (PBES). Areas of concern identified during the midyear evaluation can be rated as “Inadequate progress”, “Adequate progress”, or “More than adequate progress” on a biweekly basis. ○ Peer supervision is available monthly through the university internship seminar beginning in April (following the March crisis prevention/intervention trainings), and individual supervision may be arranged with Dr. Newman or Dr. Shinn.
<p>Consultation and collaboration</p>	<ul style="list-style-type: none"> ○ Mr. Student will identify the process, products, and tools to use in consultation with teachers through advanced preparation for consultation work in the form of a written plan, and discussion with scaffolding by his supervisors. ○ Mr. Student will provide evidence of improvement in consultation follow up including remaining in contact with teachers, and following through on intervention planning, implementation, and evaluation through calendar events or case logs ○ Mr. Student will work with his supervisors to develop written assessment questions and a data collection plan using a RIOT scaffold ○ Mr. Supervisor 1 and Dr. Supervisor 2 will continue to provide opportunities for Mr. Student to practice consultation skills with teachers and parents
<p>Assessment, and special education decision making</p>	<ul style="list-style-type: none"> ○ Mr. Student is currently working on two special education eligibility cases at SCHOOL. In working through these cases, he will: <ul style="list-style-type: none"> • Develop written assessment questions and data collection plan using a RIOT scaffold • Solicit feedback on the schedule for completing assessment activities • Discuss progress with Mr. Supervisor 1 during supervision time

	<ul style="list-style-type: none"> • Prepare for testing by accessing/reading through materials such as test manuals in advance and familiarizing himself with computerized scoring processes • Work with his supervisors to develop a set of sequenced talking points for providing the assessment results at the special education eligibility meetings • Follow up on the assessment process to see assessment linked to intervention • Read ISBE guidance documents prior to eligibility meetings in April
<p>Written communication and products</p>	<ul style="list-style-type: none"> ○ Mr. Student will improve in his report writing, including use of templates to structure written products (e.g., behavioral observation reports, special education evaluations), and will also work towards developing his own style of writing. Dr. Shinn has offered to provide written feedback on one report ○ Mr. Supervisor 1 and Dr. Supervisor 2 will continue to provide opportunities for Mr. Student to produce written products, and to hone his written communication skills ○ Mr. Student will keep <i>all</i> supervisors in the loop regarding scheduling conflicts, activity planning, or other concerns that necessitate communication across supervisors