

DESCRIPTION OF CLASSROOM SETTING:

DESCRIPTION OF TEACHING LOAD:

DESCRIPTION OF BEGINNING TEACHER PROTECTIONS & MODIFICATIONS (i.e. help with an IEP meeting, training on giving an assessment, anything that a credential teacher could do that an intern may need assistance with):

District _____

School _____

Mailing address of school (include zip code) _____

Local Administrator _____

Local Support Teachers (LST) Name _____

LST phone numbers home: _____ Work: _____

LST email address _____

The information provided above is accurate.

Intern's signature: _____ Date: _____

Reviewed and Approved by LEA Representative:

LEA Representative's signature: _____ Date: _____

Reviewed and Approved by Intern University Supervisor:

Intern Supervisor's signature: _____ Date _____

California State University, Chico
SCHOOL OF EDUCATION

SPECIAL EDUCATION INTERN PROGRAM
3/4 WAY PLAN OF ASSISTANCE MEETING
INTERNSHIP INDIVIDUAL INDUCTION PLAN

INITIAL MEETING: To be completed within (30) days after Intern assumes teacher responsibilities for special education students. The IIP team members will develop an individualized plan of support for the Intern that will identify: (1) the professional goals of the Intern, (2) who will provide needed resources to address the goal, and (3) a realistic timeline for addressing and assessing the goals. The University Supervisor will check in once a semester to monitor process, update the Support Provider and Administer on the Intern's progress towards goals, and collaboratively make adjustments to the plan as needed.

FINAL MEETING: To be completed during the last two to three weeks of the Intern's last semester in the program. The IIP team members will evaluate the Intern's progress and make notations as to what goals and supports the student will need during teacher induction.

SIGNATURES OF THOSE IN ATTENDANCE:

INTERN: _____ **INITIAL MEETING DATE:** _____

INTERN: _____ **FINAL MEETING DATE:** _____

UNIVERSITY SUPERVISOR: _____ **INITIAL MEETING DATE:** _____

UNIVERSITY SUPERVISOR: _____ **FINAL MEETING DATE:** _____

LOCAL SUPPORT TEACHER: _____ **INITIAL MEETING DATE:** _____

LOCAL SUPPORT TEACHER: _____ **FINAL MEETING DATE:** _____

ADMINISTRATOR: _____ **INITIAL MEETING DATE:** _____

ADMINISTRATOR: _____ **FINAL MEETING DATE:** _____

A summary of this meeting and identified objectives and planned activities for the intern to focus on during the duration of their time in the program are listed below:

Realistic assessment of support for intern. Contact will be (frequency, method, place, etc.)

1. Each Intern Candidate has a Local Support Teacher assigned to him/her by their District/County.

IIP MEETING					FINAL IIP MEETING
Focus Area	Action Steps/Activities	Documentation	Time Table	Person Responsible	Completion of Goal
1. Standard #:					Yes: determine new focus No: Continue focus *Identify Induction Goals at Exit Interview & Induction Plan Review
2. Standard #:					Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under "Final IIP Meeting"
3. Standard #:					Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under "Final IIP Meeting"
4. Standard #:					Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under "Final IIP Meeting"
5. Standard #:					Yes: determine new focus No: Continue focus *Identify Induction Goals on the bottom of this chart under "Final IIP Meeting"

Fill-out Exit Interview & Induction Preview Sheet at Final IIP Meeting in Intern's Final Semester of the Program

2. As representatives of CSU, Chico in the schools, University Supervisors promote close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. They are observed 4 times a semester with feedback and individual reflection on their lessons. Each semester the Intern will be evaluated on the Teacher Performance Expectations (TPEs) that are aligned to the CSTPs.
3. Each Intern follows a course of study at CSU Chico that prepares him/her to provide education and case management to his/her students.
4. Each Intern has an Educational Specialist Intern Pathway Handbook to guide him/her through her program.
5. Each Intern also has the support of their employer and site administrator.

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Other resources that might be needed for support:

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