



## Online Master of Education

*Special Education | Internship Information*

The purpose of the three-session internship course is to provide you with the opportunity to demonstrate the skills required of special education teachers and ensure you achieve the “skills” portion of the State of Washington Professional Educator Standards Board Endorsement Competencies required for state certification. Additionally, internship activities will facilitate the development of your program-required portfolio. The internship course meets the Eastern Washington University program requirements for offering opportunities for experiential learning.

### Before Your Internship

1. **Internship Information** – You must self-identify your internship location. EWU does not place graduate students in internship locations. The internship location must be within a K-12 public school setting that provides special education services to students with disabilities.
2. **Internship Special Education Mentor Teacher** – You must self-identify a special education mentor teacher for each internship. The same special education mentor teacher may serve across all three internships. The special education mentor teacher must be certified in special education and have worked as a special education teacher for at least two years in the State where the internship will be completed. The special education mentor teacher is also required to be currently teaching in special education. The special education mentor teacher will be required to participate in the following ways:
  - a. Provide opportunities for you to engage in special education service delivery to students with disabilities
  - b. Provide mentorship to you as you engage in special education service delivery to students with disabilities
  - c. Verify your internship time logs documenting the time you have engaged in special education service delivery to students with disabilities
  - d. Verify your acceptable completion of performance tasks required for internship
  - e. Communicate with the instructor of the internship course if there is concern about your performance

You should give your potential special education mentor teacher a copy of this letter along with the descriptions of the performance tasks required for internship.

3. **Internship Enrollment** – You will enroll in three separate internship courses in three separate six-week sessions. It is best to enroll in internship courses toward the end of your program course sequence so that you have had an opportunity to learn the skills needed to complete the internship requirements. Unless given permission, you should not enroll in two internship courses simultaneously.
4. **Internship Application Process**
  - a. Once you have decided upon your internship location, please complete (must complete all of the following):
    - i. **Internship Verification Form** located here: <https://inside.ewu.edu/educgrad/internship-verification/>.
    - ii. **Building Acknowledgement Form**, located here: [https://d3tb2mkdocc4em.cloudfront.net/educgrad/wp-content/uploads/sites/274/2020/02/Building\\_Level\\_Acknowledgement\\_Form\\_SPED.pdf](https://d3tb2mkdocc4em.cloudfront.net/educgrad/wp-content/uploads/sites/274/2020/02/Building_Level_Acknowledgement_Form_SPED.pdf).
    - iii. **Videotaping Permissions:**
      1. During your internship, you will be required to videotape lessons and/or activities with students throughout the program and will need to obtain parent permission for videotaping each student. Please locate instructions below, depending upon your school/setting choice:
        - a. Setting/school **with** blanket permissions: Submit a class roster of students regarding videotaping permissions to [educgrad@ewu.edu](mailto:educgrad@ewu.edu).
        - b. Setting/school **without** blanket permissions: You will need to get permission from parents by printing and signing the following *Video Permission Form*: [https://d3tb2mkdocc4em.cloudfront.net/educgrad/wp-content/uploads/sites/274/2019/04/Video\\_Permission\\_Final.pdf](https://d3tb2mkdocc4em.cloudfront.net/educgrad/wp-content/uploads/sites/274/2019/04/Video_Permission_Final.pdf) and submit a list of students to [educgrad@ewu.edu](mailto:educgrad@ewu.edu).
  - b. EWU Education will email a **Memorandum of Agreement (MOA)** directly to the district/facility of your choice. The MOA will be filled out and signed by a district/facility representative. The MOA is a legal document that allows EWU students to complete coursework within a district/facility.
    - i. If your district/facility requires additional information, please have them contact [educgrad@ewu.edu](mailto:educgrad@ewu.edu).
    - ii. This step does not require action by the EWU student.

## During Your Internship

1. **Internship Time Requirements** – You must complete a minimum total of 180 hours (across all 3 sessions of internship) engaged in activities associated with special education service delivery to students with disabilities in the K-12 public school setting. We expect you to attempt to fulfill 60 hours of internship time per session (again for a total of 180 hours).
2. **Internship Lesson Delivery Requirements** – You must write and deliver at least two lesson plans to a student(s) with disabilities during each internship. One lesson plan will be to teach an academic skill while the other lesson plan will be to teach a functional skill.
3. **Internship Performance Tasks Requirements** – Eighteen specific performance tasks described within the Canvas course must be completed by you across the three sessions of SPED internship. We recommend that you complete at least one-third of the activities (6 of the 18) needed to support the development of the SPED portfolio during each session so that all 18 tasks are completed at the end of your 3rd internship session. The expectations for each performance task are attached to this letter as well as described within the Canvas internship course. It is recommended that you give a copy of the performance task descriptions to your special education mentor teacher so that he/she has a clear understanding of the types of activities that you will need to complete during internship.



### **Performance Task 1: Lead an IEP Team Meeting to Write an IEP**

This assignment requires you to lead an IEP team meeting with the purpose of writing an IEP. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.1.2; 6.2.2; 6.3.2; 6.3.10; 6.4.3; 6.4.4; 6.4.5

#### ***Instructions:***

- Lead an IEP team meeting to write an IEP
- Communicate with school personnel, families, and community members about:
  - the characteristics and needs of a student with a disability
  - how assessment results presented from other team members impact the IEP
  - how the IEP will be kept confidential
- With the IEP Team, write the IEP.
- Obtain a copy of the IEP and redact all confidential information from the IEP.
- Ensure the IEP complies with the Washington Administrative Codes (WACs) for Special Education.

### **Performance Task 2: Gather RTI Progress Monitoring Data and Use It to Inform Instruction or Eligibility Determination**

This assignment requires you to gather RTI progress monitoring data using a computer-based progress monitoring tool and use those data to make instructional decisions or contribute to eligibility determination. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.2.4; 6.3.7; 6.3.9

#### ***Instructions:***

- Select a student who is not yet identified for SPED and is receiving supplemental instruction.
- Collect RTI progress monitoring data using a computer-based progress monitoring tool on the student's performance.
- Write a progress monitoring report with a description of the findings of the progress monitoring data and the instructional decisions you have made based on these data or how it has contributed to eligibility determination.
- Redact all confidential information from the progress monitoring report.

### **Performance Task 3: Conduct a Direct Observation of a Student Who Takes Medication**

This assignment requires you to conduct a direct observation of a student who takes medication for a concerning behavior(s). This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.2.3

#### ***Instructions:***

- Select a student you are working with that takes medication for a concerning behavior(s).
- Identify the behavior(s) for which the medication is intended to affect.
- Operationally define the behavior(s) of concern.
- Conduct a direct observation of the student and record data on the appropriate dimension of the behavior (i.e., frequency, duration, latency, intensity, etc).
- Write a behavior report of your findings. At a minimum, your report should include the following:
  - a description of the student (grade, eligibility category, medication taken and why)
  - an operational definition of the concerning behavior(s),
  - a description of the setting where the direct observation occurred,
  - a description of the environment where the direct observation took place,
  - the duration of the observation,
  - a summary of the data that were gathered, and
  - an interpretation of the data gathered.
- Share your direct observation data on the student's behavior with student's family and/or other professionals.
- Redact confidential information from the behavior report.

#### **Performance Task 4: Conduct a Comprehensive Academic Evaluation for an Initial or Reevaluation**

This assignment requires you to conduct a comprehensive academic evaluation of a student who is being initially evaluated for special education eligibility or for a student who is being reevaluated for continued eligibility. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.3.1; 6.3.2; 6.3.3; 6.3.4; 6.3.5; 6.3.6; 6.4.4

##### ***Instructions:***

- Identify a student who needs an initial or reevaluation for special education eligibility determination.
- Collaborate with family members and service providers to gather relevant background information and assessment information.
- Develop and administer appropriate informal academic assessments and observations.
- Administer an appropriate norm-referenced test of achievement to the student.
- Gather performance data and information from IEP team members that describes the effectiveness of SDI, related services and interventions in learning environments.
- Conduct an evaluation of the student's need for assistive technology
- Write an academic evaluation report that includes the following:
  - description of how you collaborated with family members and service providers to gather relevant background information and assessment information
  - description of how you incorporated accommodations, technology, or an alternate assessment in the selection, adaptation, and modification of individualized assessment strategies
  - interpretation of formal and informal assessment information including psychometric properties such as reliability and validity.
  - description of how you will keep assessment information confidential.
- Present the results described in this report to the IEP team.
- Redact confidential information from the academic evaluation report

#### **Performance Task 5: Write and Deliver a Lesson Plan that Supports a Related Service Goal**

This assignment requires you to write and deliver at least one lesson plan that supports a related service goal. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.4.11

##### ***Instructions:***

- Identify a student(s) who is receiving related services to whom you can deliver specially designed instruction.
- Develop an appropriate lesson plan that supports the student's attainment of his/her related service goals using the Explicit Instruction Lesson Plan Outline.
- Complete the Related Services Lesson Plan Background Information form.
- Redact confidential information from the lesson plan and background information form.

#### **Performance Task 6: Write a Lesson Plan to be Delivered by a Paraeducator/General Educator and Monitor Implementation**

This assignment requires you to write at least one lesson plan that is to be delivered by a paraeducator. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.4.16; 6.4.17

##### ***Instructions:***

- Identify a student(s) who is receiving specially designed instruction that will be taught by a paraeducator/general educator.
- Using the Explicit Instruction Lesson Plan Outline develop an appropriate lesson plan for the paraeducator/general educator to deliver.
- Organize the appropriate materials that will be needed for the paraeducator/general educator's lesson.
- At the end of the lesson plan, add a description of how you monitored the implementation of this specially designed instruction and gave feedback to the paraeducator/general educator.
- Redact confidential information from the lesson plan.

### **Performance Task 7: Write and Deliver a Lesson Plan that Involves the Community Setting**

This assignment requires you to write and deliver at least one lesson plan that involves a community setting. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.4.18

#### ***Instructions:***

- Identify a student(s) who is receiving special education services to whom you can deliver specially designed instruction that involves the community setting.
- Develop an appropriate lesson plan that involves the community setting with consideration of the student's IEP goals and present levels of performance using the Explicit Instruction Lesson Plan Outline.
- Complete the Community Setting Lesson Plan Background Information form.
- Redact confidential information from the community involved lesson plan and background information form.
- Deliver the lesson plan to the identified student.

### **Performance Task 8: Participate on an IEP Team for a Student Who Needs an Individualized Transition Plan Written**

This assignment requires you to participate on an IEP team with the goal of writing a transition plan. The transition plan also needs to include a description of how the student's performance toward the transition plan goals will be monitored. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.3.8

#### ***Instructions:***

- Participate on an IEP team for a student who needs a transition plan.
- Participate in writing the transition plan and be sure to include information regarding how progress toward the transition goals will be monitored.
- Obtain a copy of the transition plan.
- Redact confidential information from the transition plan.

### **Performance Task 9: Facilitate Transition of a Student with a Disability**

This assignment requires you to collaborate with families and other agencies to facilitate at least 2 different types of transitions (e.g., early intervention to preschool, preschool to elementary, elementary to middle level, middle level to high school, high school to beyond, and individualized alternative settings to school). This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.4.15

#### ***Instructions:***

- Select 2 students that will be transitioning in the near future (e.g., early intervention to preschool, preschool to elementary, elementary to middle level, middle level to high school, high school to beyond, and individualized alternative settings to school).
- Collaborate with family and other agencies to facilitate at least 2 transitions.
- Write a description of the strategies you used that involved collaboration with families and other agencies to facilitate at least 2 different types of transitions.
- Be sure to omit confidential information from your writing.

### **Performance Task 10: Create a Safe, Equitable, Supportive Learning Environment**

This assignment requires you to demonstrate how you set up the learning environment where you are teaching. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.4.1

#### ***Instructions:***

- During a teaching situation, establish a safe, equitable, positive learning environment for all students that encourages self-advocacy, self-determination, and increased independence.
- Write a description of how you have created a safe, equitable, positive, supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence.
- Be sure to omit confidential information from your writing.

### **Performance Task 11: Use Least Intrusive Behavior Management Strategies**

This assignment requires you to demonstrate that you have selected and used the least intrusive behavior management strategies that are consistent with the student's needs and modified instructional approaches and learning environments appropriately. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.5.1; 6.5.2

#### ***Instructions:***

- For a student with behavior IEP goals, select and use the least intrusive behavior management strategy that is consistent with the student's needs and modify instructional approaches and learning environments accordingly.
- Then, write a description of how you selected and used the least intrusive behavior management strategy that was consistent with the student's needs and modified instructional approaches and learning environments accordingly.
- Be sure to omit confidential information from your writing.

### **Performance Task 12: Describe a Student with a Disability and Establish an Appropriate Daily Routine**

This assignment requires you to demonstrate that you can describe characteristics of a student with a disability that are consistent with the student's eligibility category and establish an effective daily routine for the student. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.2.5; 6.4.14

#### ***Instructions:***

- Select a student with a disability that you are working with.
- Identify the qualifying disability of the student.
- Establish an appropriate daily routine for the student that positively impacts his/her learning.
- Write a double-spaced student characteristics and daily routine paper that includes the following:
  - characteristics you observe of the student that are consistent with the qualifying disability category
  - the daily routine you have established for this student
  - a description of how the daily routine you have established has positively impacted the student's learning

### **Performance Task 13: Identify Sources of Information to Support a Student with a Disability**

This assignment requires you to demonstrate that you can use reputable sources of information, support, and resources to learn about the health and safety, nutrition, and learning of a student with a disability. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.2.1; 6.6.3

#### ***Instructions:***

- Select a student with a disability that you are working with.
- Identify sources of information, support, and resources to learn about the health and safety, nutrition, and learning of that student.
- Write a double-spaced Sources of Information paper that includes the following:
  - the eligibility category of the student
  - characteristics you observe of the student
  - a list of sources of information, support, and resources (these sources must include professional organizations and publications) to learn about
    - the health and safety of your student,
    - the nutrition of your student, and
    - learning of your student
- Share the information you have learned with others who work with the student.
- Share the information you learned with your special education mentor teacher.

### **Performance Task 14: Select Appropriate Instructional Strategies/Materials and Instructional Approach**

This assignment requires you to demonstrate how the social, emotional, adaptive, cognitive, academic, and behavioral characteristics of a student impacted your selection, adaptation, and use of instructional strategies and materials, as well as how the student's family, culture, and societal diversity (including language) impacted your development and selection of learning experiences and strategies. This assignment supports your demonstration of the following WA State Special Education Endorsement Competencies: 6.2.6; 6.2.7

#### ***Instructions:***

- Select a student with a disability that you are working with.
- Write a double-spaced paper that includes the following:
  - a description of the following characteristics of your students:
    - the social, emotional, adaptive, cognitive, academic, and behavioral
    - family, culture, and societal diversity (including language)
  - the instructional strategies/materials you have chosen to use with your student
  - the learning experiences and strategies you have developed or chosen to use with your student
  - a description of how your student's characteristics impacted your selection of the instructional strategies/materials and learning experiences and strategies used with your student
- Share your paper with your special education mentor teacher.

### **Performance Task 15: Collaborate with the Family of a Student with a Disability**

This assignment requires you to demonstrate how you consider variables such as family dynamics, roles, and relationships on how you work with a particular family of a student with a disability. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.1.4

#### ***Instructions:***

- Select a student with a disability that you are working with.
- Write a double-spaced paper (1-2 pages) that includes the following:
  - a description of the family dynamics, roles, and relationships of a student with a disability
  - a description of the impact of these variables on how you work with the student
- Share your paper with your special education mentor teacher.

### **Performance Task 16: Collaborate with the Community to Provide Services to a Child with a Disability**

This assignment requires you to demonstrate how you collaborated with school, local, community, state, and/or federal personnel and families to provide services to a student with a disability that allows the student to be included and accommodated in various settings. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.1.5; 6.4.7

#### ***Instructions:***

- Select a student with a disability for whom you have collaborated with school, local, community, state, and/or federal personnel and families.
- Write a paper that includes the following:
  - a description of how you have collaborated with school, local, community, state, and/or federal personnel families to provide services to a student with a disability
  - describe how this allowed the student to be included and accommodated in various settings
- Share your paper with your special education mentor teacher.

### **Performance Task 17: Commit to Develop the Highest Education and Quality of Life Potential of Individuals with Disabilities**

This assignment requires you to demonstrate your commitment to develop the highest education and quality of life potential of individuals with disabilities. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.6.1

#### ***Instructions:***

- Write a paper that includes the following:
  - a description of how you have committed to developing the highest education and quality-of-life potential of individuals with disabilities
  - include examples of how you have demonstrated this commitment with students with disabilities
- Share your paper with your special education mentor teacher.

## **Performance Task 18: Demonstrate the Ability to Uphold the Council for Exceptional Children Code of Ethics and Special Education Law/ Policies/Codes**

This assignment requires you to demonstrate how you uphold the Council for Exceptional Children Code of Ethics and special education law/policies/codes. This assignment supports your demonstration of the following WA State Special Education Endorsement Competency: 6.6.2; 6.6.4

### ***Instructions:***

- Obtain and review a copy of the Council for Exceptional Children Code of Ethics and a summary of special education law/policies/codes.
- Write a brief summary of about your ability to uphold these codes/laws.
- Provide a copy of the Council for Exceptional Children Code of Ethics and a summary of special education law/policies/codes to your supervisor.
- Provide a copy of your summary of about your ability to uphold these codes/laws to your supervisor.
- Request that your supervisor write a brief summary of your ability to uphold these codes/laws as well.

## Building-level Acknowledgement Form-M.Ed. in SPED

_____	_____
<i>Graduate Student's Name</i>	<i>Date</i>
_____	_____
<i>School</i>	<i>Special Education Mentor Teacher's Name</i>

This form serves to inform the Principal and School Psychologist of a graduate student's intent to complete internship requirements for the Master of Education in Special Education program at Eastern Washington University within the school indicated above. We ask that the School Psychologist sign this because the graduate student will be working with students with disabilities in this building. The graduate student will also be asked to gather assessment data on some of these students. Hence, we want the School Psychologist to be aware of the graduate student's participation in this internship.

Video recording is expected as part of the internship requirements and the graduate student listed above has been provided with information regarding obtaining parent permission. We would be happy to provide evidence of video permission to you if necessary.

An agreement contract will be sent directly to your district from Eastern Washington University and includes information regarding each party's expectations and responsibilities. Please contact your district directly if you would like a copy of this agreement.

Please sign below to indicate that you have read and understood the above information.

_____	_____
<i>Signature of Principal</i>	<i>Date</i>
_____	_____
<i>Signature of School Psychologist</i>	<i>Date</i>

If you have questions, please contact either:

**Dr. Kathleen Waldron-Soler**  
*Program Advisor*  
[kwaldronsoler@ewu.edu](mailto:kwaldronsoler@ewu.edu)

**Dr. Ann Van Wig**  
*Graduate Director*  
[avanwig@ewu.edu](mailto:avanwig@ewu.edu) or 509-359-6097

Thank you,

**Education Department Graduate Programs**  
*Eastern Washington University*

## Parent Consent Request

Graduate Student Name \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent/Guardian:

I am a graduate student at Eastern Washington University. Part of my internship and/or coursework will include recording video of a variety of lessons and/or activities I teach in your child's classroom. Although the video recordings may involve a teacher and/or various students, the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. I may also be collecting samples of student work as evidence of my teaching practice, which may include some of your child's work.

No student's name or personally identifiable information will appear on any materials that are submitted. Materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. My assessment materials will be examined under secure conditions by my program at Eastern Washington University. The form attached will be used to document your permission for these activities.

Please complete the attached form at your earliest convenience.

Sincerely,

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*Graduate Student Signature*

## Student Release Form Permission Slip

Graduate Student \_\_\_\_\_ Academic Year \_\_\_\_\_  
*(please print)*

Student Name \_\_\_\_\_

This form should be completed either by the parent/legal guardians of minor students involved, or by students who are 18 or more years of age that are involved in this project.

**I am the parent/legal guardian of the child named above. I have read and understand the letter provided with this form, and agree to the following:**

*(Please check the appropriate box below.)*

- I DO give permission to you to include my child's work and/or image on video recordings as part of videos showing your classroom performance, in the graduate internship and/or coursework. I understand that my child's name and any other personally identifiable information about my child **will not** appear on any of the submitted material.
- I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of videos showing your classroom performance, in the graduate internship and/or coursework.

Signature of Parent of Guardian \_\_\_\_\_ Date \_\_\_\_\_

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**I am the student named above and am more than 18 years of age. I have read and understood the letter provided with this form, and agree to the following:**

*(Please check the appropriate box below.)*

- I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance in the graduate internship and/or coursework. I understand that my name and any other personally identifiable information about me **will not** appear on any of the submitted materials.
- I DO NOT give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, in the graduate internship and/or coursework.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
*MM DD YYYY*



## Online Master of Education

*Special Education | Endorsement Information*

### Steps to Apply for State Endorsement

1. Complete coursework
2. Complete candidacy form (linked above) and send to Graduate Programs
3. Complete the graduation application through EagleNET (steps outlined below)
4. Pass WEST-E 070 test: Click [HERE](#) for test information.
5. Special Education faculty emails Jill Stinson (Certification Officer at EWU Education department) with verification of completed program requirements.
6. Upon completion of above:
  1. Jill Stinson - Certification Officer - sends a recommendation to OSPI
  2. Jill sends notice to candidate to apply for add-on endorsement
  3. Candidate applies on OSPI website (\$)
  4. **DO NOT APPLY TO OSPI UNTIL YOU HAVE HEARD FROM JILL STINSON**
7. The Graduate Programs Office will send out student diploma

Graduates of Eastern Washington University's programs complete requirements to be recommended for certification or endorsement in the state of Washington. Except for Washington State, EWU has made no determination if this program will lead to licensure in your state or the state in which you are seeking licensure. Please use the link below to the Certification Office webpage and reference the "Out-of-State Certification and/or Reciprocity Information" section to determine licensure requirements and/or transfer policies in your state.

<https://inside.ewu.edu/education/certification/>