

Guidelines for the internship schools

block internship (BP)		PO 2011 / M.Ed. 2015
<i>Duration:</i>	4 weeks Block internship (in the teaching load extent of one special education teacher)	
<i>Time:</i>	in the 6.-8. semester (PO 2011) or 2.-3. Semester (M.Ed. 2015)	
<i>Place:</i>	Special needs school and inclusive settings with the main focus on the second studies special education subject Study abroad possible	
<i>Organisation:</i>	Timely registration at the office looking after internships (independent research)	

<i>Domain: The graduates...</i>	<i>Study content</i>
PK 1 ... plan, design and reflect on lessons based on theoretical knowledge keeping in mind disabilities, disadvantages, heterogeneity and measures for individual support and differentiation. ... communicate and cooperate with people from daily school life on a basis of empathy, appreciation and respect. ... understand interruptions of lessons as a sign of different problems and develop strategies to manage these. ... see pedagogic activity in the concept of the child and juveniles as "agent of his/her development"	Planing and designing teaching and learning arrangements Implementing educational tasks
PK 2 ... have expert knowledge regarding individual disabilities and their effect on teaching-, learning- and development processes ... are aware of special educational measures, that aid the pupils with their individual needs and particularities ... can plan, implement and reflect upon support concepts as shown in the diagnostic results. ... give constructive-critical feedback on pupil activities.	Diagnosing and fostering
PK 3 ... reflect on and stabilise their teaching personality, their pedagogic self-concept ...can give constructive feedback based on theoretical knowledge ... relate their criteria-based observations to research results and foster a research approach.	stabilising your professional identity entrenching inquiry- based learning
PK 4 ... communicate with pupils, parents and colleagues with authenticity, empathy, acceptance and appreciation. ... advise in different contexts (pupils, colleagues, parents) and use a variety of concepts based on needs and opportunities ...are aware of different fields of school-based as well as extra-curricular work done by teachers at regular schools and special needs schools. ... are aware of special education support systems and cooperation networks	Institution school, means of educational development

Performance expectations

Complete understanding of the agreed internship activities with the internship school including:
 Appropriate interaction with learners, teachers and everyone who takes part in the daily school life
 Thorough planning and preparation of the learning activities and individual support measures with respect to learning premises and the growing range of methods, social situations and subject-specific approaches.

Lessons include sitting in on classes, observing, and conducting one's own lessons under supervision (at least 10 lessons should be supervised). The lesson scripts including the summary of the consultation interview (structured analysis and evaluation of personal experiences during lessons) are to be collected in the portfolio.

Preparation of at least one detailed lesson plan (2. subject) and a written summary of the consultation interview and the lesson held as well as the finished lesson plan. These are also to be kept in the portfolio.

Participation in all kinds of conferences, meetings and consultation interviews as well as in- and out-of-school activities, cooperation with out-of-school partners and in particular the parents.

The student demonstrates that s/he has developed his/her technical, didactical, methodological and personal competencies further in accordance with the level of his/her qualifications.

Feedback possibilities

- Internship feedback by teachers of the school
- Individual feedback including future perspectives in discussion with the internship teacher after finishing the internship.
- If completion of the internship is threatened, the internship teacher is to consult with the student 2 weeks into the internship or at another given time before the scheduled end of the internship (cf. APO §12, 3).

Requisite evidence

The successful participation of the block internship will be on the internship documentation ("Schulpraktische Studien")

- by confirmation of the supervising teacher that the student has fulfilled all the required duties that s/he was assigned during the internship.
- and presentation of an evaluation to the office responsible for internships.

In case the successful participation of the block internship can not be certified, this decision will be delivered to the office responsible for internships in written form outlining the reasons. Furthermore the supervising teacher is to consult with the student and record pertinent details in abbreviated form.