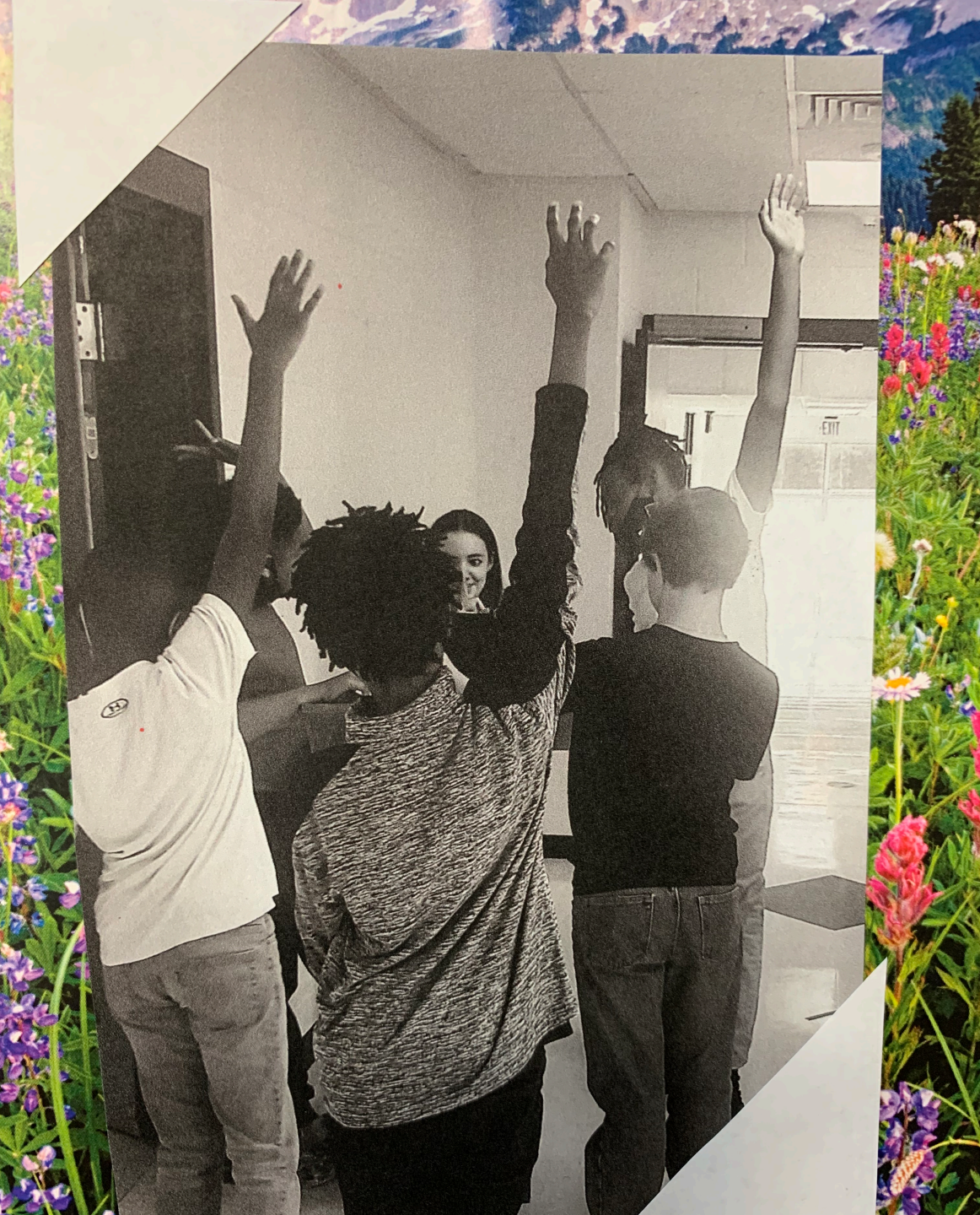


NATALIE BOAN

SPED CLASS INTERNSHIP 2021



What I learned...

- I learned that every student learns differently, so sometimes a different technique needs to be used
- Some students can not focus in one spot for the whole class period so changing locations or even allowing movement within their areas can help
- Writing IEPs and BIPs was also something I learned how to do in addition to following through with them in the classroom

“ALONE WE CAN DO
SO LITTLE; TOGETHER
WE CAN DO SO
MUCH.”

yes because we can make new
frinds. we can get a lot more
worke don. Have more people
to worke with. Have less home
worke. In the end I like it
a lot

★sample of student
response★

“Alone we can do
so little; together
we can do so
much.”

-Helen Keller



Please indicate the students' performance in the following...

One of the first lessons I learned working with these kids is that they strongly believe in power in numbers. Sometimes I feel as though the kids think they are outcasts because they are in different classes than the other kids. Once this group is all together though, they work in unison



and get their work done. They love to talk and make new friends.

Assessor Copy

Student Name: _____

Form 2-4

Date: 3/4/21

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	sun	body	love	will	man	set	can't	8
this	dropped	still	hold	say	keep	when	best	16
how	big	house	felt	myself	could	black	feeling	24
Important	east	deep	side	until	they	wall	watch	32
boat	dollars	seven	between	mass	rich	halt	few	40
flat	young	easy	hunting	learn	passed	does	herself	48
grain	age	study	truck	travel	bring	information	students	56
isn't	matter	rather	complete	eight	stream	born	paint	64
shape	string	early	inflate	cannot	child	taxes	object	72
degree	vowel	sense	sure	scale	hours	lovable	terror	80
page	single	members	even	weight	suddenly	English	cattle	88
serve	caught	strange	return	fossil	heavy	sight	realize	96
poem	protest	mind	shoulder	printed	unhappiness	suppose	chance	104
human	blood	business	capital	community	coast	fair	governor	112
canyon	silent	tube	famous	understand	value	course	Independent	120
brought	straight	military	predict	direct	opinion	crisis	deception	128
lifted	business	coast	general	human	shoulder	thick	mind	136
protest	force	unhappiness	rise	poem	equal	invade	realize	144
believe	even	English	ahead	difference	followed	single	weight	152
compare	sure	thought	while	lovable	vowel	second	degree	160
string	cannot	point	complete	both	journal	rather	waves	168
ground	amount	grain	insects	to				

Assessor Copy

Student Name: _____

Form 2-1

Date: 3/22/21

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	an	way	my	it	sun	he	miss	8
great /	wish	all	hand /	work	tell	stop	own /	16
left /	cover /	ball	low S.C.	class	bill /	eat	under	24
below /	important /	always /	deep /	team /	inside /	music /	boom /	32
side	corner	dollars	branch	child	fell	seven	life	40
found	case	passed	hunting	didn't	sharp	spend	dusty	48
father	insects	history	power	does	easy	case	grain	56
Isn't	matter	ready	wait	eight	trade	stream	born	64
shape	string	early	inflate	waves	rules	warm	paint	72
clear	scale	sense	radio	while	guess	clear	terror	80
base	single	difference	even	page	cattle	serve	ago	88
probably	caught	control	return	strange	sight	fossil	belief	96
branches	action	exciting	suppose	equal	protest	poem	rise	104
chance	blood	business	capital	general	thick	mind	terms	112
settled	understand	tube	entered	value	fair	lifted	spread	120
famous	statement	brought	island	federal	tube	fare	duty	128
company	astronaut	military	property	observe	mulch	wire	legal	136
indicate	confusion	direction	period	though	crisis	urban	senior	144
divided	cultivate	thousands	irrigate	planets	adapt	desert	human	152
received	deception	company	among	predict	settled	course	born	160
electric	experiment	territory	uncle	cloud	sure	pole	moon	168
current	community	weight	probably	journal	size	object	under	176

Correct 18

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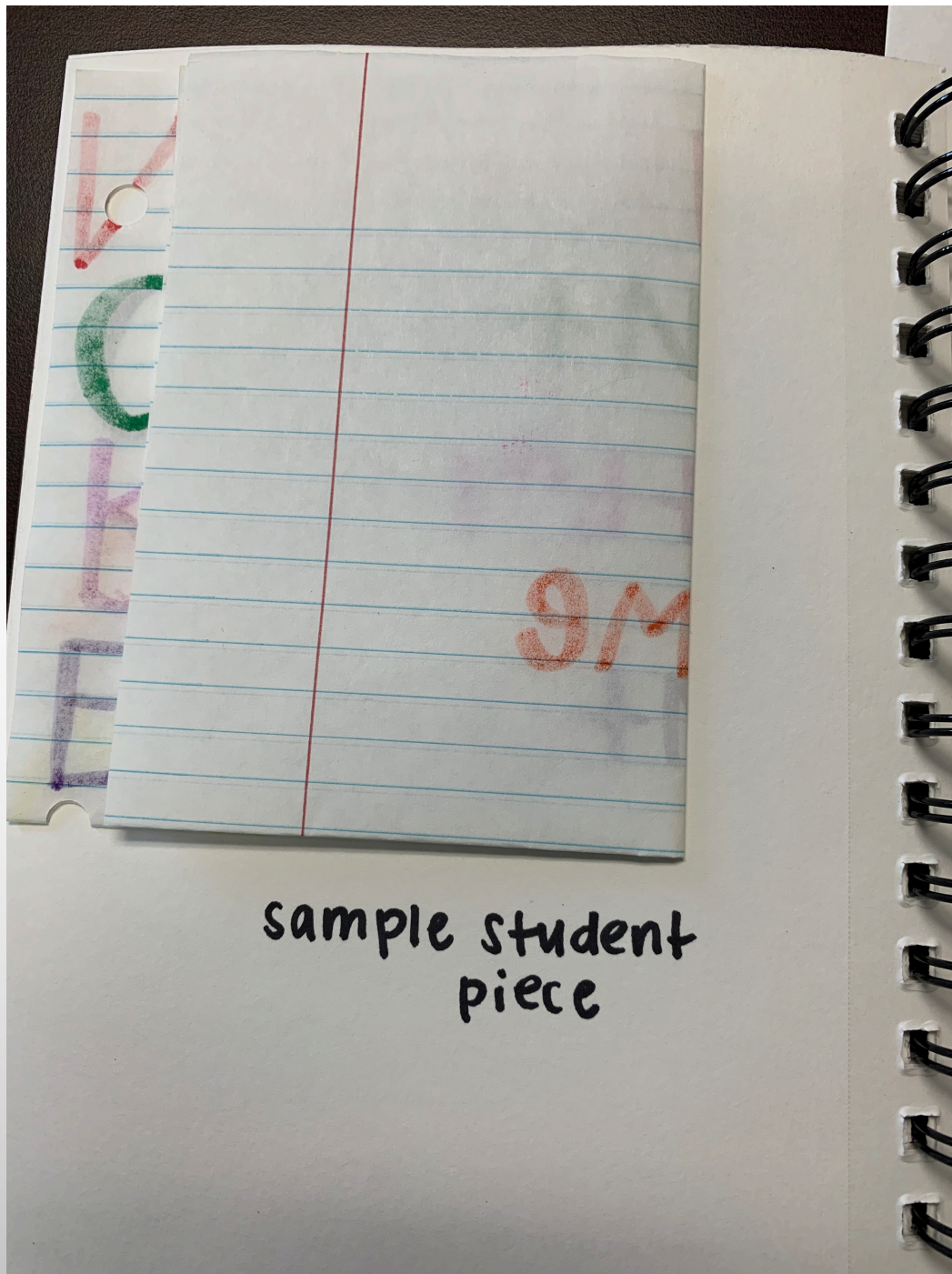
These are samples of reading tests that I have administered. These tests help teachers understand fluency and gauge reading levels.

B I P

Behavior Intervention Plan

A BIP gets put in place for those students whose behavior interferes with their, or other students learning. This plan charts and recognizes behavior patterns to prevent and eventually stop the behavior all together.





sample student
piece

Week of:

2/15

HR

2/22

HR

3/1

HR

3/8

HR

3/15

HR

3/22

HR

3/29

HR

Week of:

4/12

HR

4/19

HR

4/26

HR

5/3

HR

5/10

HR

5/17

HR

5/24

HR

Please indicate the students performance in the following areas and return this form to me by Friday, May, 20.
 You may place the sheet in the pony or simply email it to me with your scores highlighted. Once again, thank
 your time and effort to help our students.

	Needs Improvement		Adequate		Excellent
1. Attendance	1	2	3	4	5
2. Punctuality	1	2	3	4	5
3. Appropriate Appearance:	1	2	3	4	5
4. Use of Time:	1	2	3	4	5
5. Positive Attitude:	1	2	3	4	5
6. Interaction with others:	1	2	3	4	5
7. Dependability:	1	2	3	4	5
8. Willingness to Help:	1	2	3	4	5
9. Openness to Feedback:	1	2	3	4	5
10. Overall Performance:	1	2	3	4	5

Please comment on your Intern Teacher Below:

I am so proud of the growth Natalie has had over the semester. I have some difficult kids and she takes up the
 challenge each and every day. She shows a lot of patience and works at their level and meets each student's diffe