

# MICHIGAN STATE UNIVERSITY

Michigan State University  
Special Education Internship  
Spring Report

DATE: April 18, 2012  
INTERN: Chelsea Cleghorn  
FIELD INSTRUCTOR: Claudia M. Pagliaro, Ph.D.  
SCHOOL: Indiana School for the Deaf  
Indianapolis, IN 46205

Ms. Chelsea Cleghorn successfully completed her Special Education/Deaf Education internship at the Indiana School for the Deaf (ISD). The school exclusively serves students PreK-12 who are deaf or hard of hearing via a bilingual approach (American Sign Language [ASL] and English). The curriculum aligns with the Indiana Academic State Standards and National Common Core Standards. Ms. Cleghorn interned in a 3<sup>rd</sup> grade academic classroom with 9-10 year olds.



## College of Education

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## Knowing and Teaching Subject Matter

Ms. Cleghorn made steady progress in her placement this term. Her knowledge of subject matter and her ability to approach its teaching improved greatly each time I observed. She became more creative and confident in her lessons and incorporated more hands-on activities that relate to the students' lives. Ms. Cleghorn questions during the latter half of the term proved that she is well on her way to becoming a more reflective teacher. She asked the right questions, sought answers, and readily put plans into effect. Ms. Cleghorn worked hard to plan lessons that were meaningful and engaging while remaining conscious of the diverse academic and linguistic levels of her students, as well as their personalities. She often used technology such as the iPad to enhance her instruction and/or clarify a lesson.

## Working with Students

Ms. Cleghorn worked very well with her students this term individually, in small group, and as a class. She had a good rapport with them and approached each as an individual with respect. Ms. Cleghorn is a very good signer and had no problem communicating with her students inside and outside the classroom. She took in feedback and made necessary changes to subsequent lessons.

**Creating and Managing a Learning Community**

Ms. Cleghorn quickly and easily fit into the routines and activities of the classroom. She provided a safe learning environment for her students and responded politely and respectfully to student inattention and/or adverse behavior. She allowed students flexibility and “room” while also making sure that the lessons/activities/students did not get ‘out of hand.’ She improved the pace of her lessons and developed her ‘teacher sense’ whereby she began to monitor the learning of her students in response to instruction and make modifications when necessary.

**Working and Learning in a School and Profession**

Ms. Cleghorn fit in to ISD nicely. Her ability to communicate in both ASL and English was obviously a plus, but was not the whole story. Ms. Cleghorn made an effort to attend and participate appropriately in every meeting that was required of her MT including case conferences, literacy night, accreditation meetings, staff meetings, team meetings, etc. She also visited other classrooms to round out her experience.

**Conclusion**

As mentioned above, Ms. Cleghorn is on track to be a high quality teacher. With experience and mentorship, I have no doubt that she will reach this goal. Her developing sense of instruction (understanding what should be done vs. what is being done at both the classroom and school levels) and her sign skills will serve her, and her future students, well.



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Dr. Claudia M. Pagliaro  
MSU Field Instructor  
January – April, 2012

April 18, 2012  
Date

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Ms. Chelsea Cleghorn  
MSU Intern

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