

Semester-Long Internship Handbook

PROFESSIONAL DEVELOPMENT SCHOOL NETWORK

2009 - 2010

George Mason University

College of Education and Human Development

Graduate School of Education

Elementary Education Program

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practicing ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

SEMESTER-LONG MODEL FOR ELEMENTARY EDUCATION

The semester-long internship includes:

- Co- and independent teaching experiences at two grade levels in one school; participation in all facets of school life and a teacher's responsibilities;
- Increasing levels of responsibility for instruction;
- Supervision by classroom teachers trained as Mason clinical faculty or by cooperating teachers;
- Frequent support from university faculty;
- Integration of study with practice;
- Emphasis on critical inquiry, reflective practice and technology;
- Provision of some coursework at school sites;
- Participation in school division in-service education programs; and,
- Participation in seminars (school and university) as defined by the university facilitator.

Requirements for staying in the program include:

- A GPA of 3.0 or better in professional coursework and satisfactory standing according to GSE criteria;
- Satisfactory evaluations in field experiences and all clinical aspects of the Elementary Education program;

If a student receives a grade of "C" in any licensure coursework, the GSE cannot recommend the student for state licensure. In order for GSE to do so the student must repeat the course with a grade of "B" or higher.

PLACEMENT AND ASSIGNMENT OF INTERNS

Placement of interns in PDS Network schools is arranged by the Elementary Program Coordinator in collaboration with school division personnel. Factors taken into consideration include the need for two placements in the 15-week internship and the availability of clinical faculty or cooperating teachers. A university facilitator is assigned to each school. Principals, site facilitators, and university facilitators match the interns with clinical faculty or cooperating teachers. Changes in assignments are made rarely and only for serious reasons. Such changes must be coordinated through the Elementary Program Coordinator and Director of Teacher Education.

INTERN EXPERIENCES DURING PLACEMENT

During the 15-week internship, each intern will have two assignments. Interns are at one grade level for the first-half of the internship and at a different grade level within the licensure range (PK-3 or 4-6) for the second-half of the internship period.. The intern's independent teaching will be done in each of the assigned classrooms.

First Weeks of the Internship

By the end of the fall semester, interns are notified of their assignments. Interns report to the assigned school on Monday of the second week in January.

Co-Teaching

Co-teaching spans the entire internship. During co-teaching, the intern and teacher plan and teach together. Co-teaching occurs as the intern gradually assumes responsibility for the clinical faculty/cooperating teacher's class. The clinical faculty/cooperating teacher, intern and university facilitator will discuss specific experiences that need to be included during co-teaching. In addition, the intern and clinical faculty/cooperating teacher need to complete a weekly plan for co-teaching (see Appendix I for a sample form) for each week the intern is co-teaching.

Independent Teaching

Independent teaching spans a two-week period during each of the two placements. Co-teaching is followed by a gradual assumption of full responsibility during independent teaching and gradual return of the class(es) to the clinical faculty/cooperating teacher. Independent teaching will be done in the assigned clinical faculty/cooperating teacher's classroom. Seminars will be conducted with the University Facilitator. Interns who are placed in departmental units during Independent Teaching (e.g., sole subject, science, math, etc.) are required to demonstrate competence across core disciplines (e.g. science, math, social studies, technology, fine arts and literacy). University facilitators, clinical faculty/cooperating teacher and the site facilitators are responsible, along with the intern, to establish a timeline in which the intern can demonstrate competency and the completion of assignments in the core disciplines. All teaching assignments must be accompanied by complete lesson plans for all lessons taught during IT.

George Mason University's internship requirements exceed the state minimum licensure requirements of 300 student teaching hours, including 150 hours of direct instruction. For approximately two weeks in each grade-level placement, the intern has full responsibility for planning and instruction. At the end of independent teaching, the intern returns responsibility to the clinical faculty or cooperating teacher.

Any time the intern is not co-teaching or teaching independently, activities should be planned with the clinical faculty/cooperating teacher, (e.g., structured observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship can be found in Appendices G and H.

Observations

During each of the two grade level placements, the clinical faculty/cooperating teacher will conduct at least two formal observations of the intern's teaching and the university facilitator will conduct at least one formal observation. If the intern is placed with a cooperating teacher, the university facilitator will conduct two formal observations during the placement and the cooperating teacher will conduct one formal observation. Summary observation reports need to be completed for each formal observation (see Appendix B). Informal observations are conducted throughout the placement with oral or written feedback provided to the intern.

Substituting

To provide adequate co-teaching experiences with clinical faculty/cooperating teachers and to meet state requirements for supervised field experiences, interns are **not** allowed to substitute during the internship.

**SUMMARY OF 15-WEEK SCHEDULE
FOR INTERNSHIP IN SEMESTER-LONG SCHOOLS**

	Intern (IN)	Clinical Faculty (CF) or Cooperating Teacher (CT)	University Facilitator (UF)
First Week of Internship	<input type="checkbox"/> Study handbook <input type="checkbox"/> Attend school-based activities <input type="checkbox"/> Meet site facilitator and UF <input type="checkbox"/> Plan with CF/CT and site facilitator	<input type="checkbox"/> Review handbook <input type="checkbox"/> Plan internship with IN <input type="checkbox"/> Coordinate with site facilitator <input type="checkbox"/> Guide IN during first week orientation to the school	<input type="checkbox"/> Review handbook and assignments <input type="checkbox"/> Meet with IN to communicate expectations <input type="checkbox"/> Contact site facilitator to plan first visit
Weeks 1-4 And Weeks 8-11	<input type="checkbox"/> Observe and assist in classroom <input type="checkbox"/> Attend school-based seminars <input type="checkbox"/> Plan with CF/CT for co-teaching <input type="checkbox"/> Complete bi-weekly progress reports <input type="checkbox"/> Write Assessment Reflections <input type="checkbox"/> Participate in student activities, parent conferences, meetings <input type="checkbox"/> Prepare lesson plans for independent teaching	<input type="checkbox"/> Review course syllabi with UF <input type="checkbox"/> Continue school-based orientation <input type="checkbox"/> Review internship plan with UF <input type="checkbox"/> Co-plan and teach with IN <input type="checkbox"/> Complete bi-weekly progress reports and formal observations	<input type="checkbox"/> Review course syllabi with CF/CT <input type="checkbox"/> Conduct bi-weekly seminars <input type="checkbox"/> Schedule ongoing school visits to meet with site facilitator, principal, and CF/CT <input type="checkbox"/> Clarify procedures <input type="checkbox"/> Review reports from CF/CT/IN and documentation in notebook <input type="checkbox"/> Conduct observations (at least one joint with CF/CT) <input type="checkbox"/> Provide assistance as needed <input type="checkbox"/> Complete mid-point/interim evaluation for <u>each</u> placement.
Weeks 4-7 And Weeks 11-14	<input type="checkbox"/> Participate in student activities, parent conferences, meetings <input type="checkbox"/> Confer daily with CF/CT and with site facilitator and UF as needed <input type="checkbox"/> Attend required seminars <input type="checkbox"/> Complete independent teaching <input type="checkbox"/> Complete bi-weekly report <input type="checkbox"/> Complete self-evaluation at mid-point and end of each placement.	<input type="checkbox"/> Co-teach before withdrawing from regular responsibilities <input type="checkbox"/> Conduct at least 2 formal observations with written report and conference if CF (If CT: one formal observation and conference) <input type="checkbox"/> Confer daily with IN and with site facilitator and UF as needed. <input type="checkbox"/> Support independent teaching <input type="checkbox"/> Complete mid-point evaluation	<input type="checkbox"/> Conduct at least 1 formal observation OR 2 if IN is supervised by CT <input type="checkbox"/> Review reports from CF/CT/IN and documentation in notebook <input type="checkbox"/> Schedule ongoing school visits to communicate with CF/CT and IN <input type="checkbox"/> Provide assistance as requested or needed <input type="checkbox"/> Conduct bi-weekly seminars <input type="checkbox"/> Complete mid-point and final evaluations for each placement
Weeks 7-8 And Weeks 14-15	<input type="checkbox"/> Participate in final evaluation conference for each placement <input type="checkbox"/> Assist/observe in classes /resource programs <input type="checkbox"/> Prepare final presentation <input type="checkbox"/> Complete attendance report <input type="checkbox"/> Complete evaluation of CF, UF and site facilitator	<input type="checkbox"/> Complete final evaluation and participate in conference <input type="checkbox"/> Submit all documentation to UF <input type="checkbox"/> Verify Summary of Internship Hours <input type="checkbox"/> Complete evaluation of UF	<input type="checkbox"/> Facilitate final evaluation conference and Reflection presentations <input type="checkbox"/> Submit all documentation to Mason <input type="checkbox"/> Complete evaluation of CF/CT

RESPONSIBILITIES OF THE SCHOOL TEAM

The teaching internship is widely regarded as the single most important component of teacher education. The effectiveness of a teaching internship depends upon the degree to which members of the PDS Network team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the university facilitator, clinical faculty/cooperating teacher and site-based facilitator work as a team to provide support and guidance to the intern. Modifications or changes to assignments, timelines, or other issues can be made by joint decision of clinical faculty, site facilitator and university facilitator.

Pre-Service Teacher/Intern Roles and Responsibilities

The internship should be a time of great personal and professional growth. For most students, it is hard work, exciting and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, facilitators' philosophies, and students' needs will reduce anxiety and increase growth. George Mason University students involved in student teaching are referred to as teacher interns. The teacher intern:

- Delivers, analyzes and reflects on effective instruction and participates in observations, conferences and lesson redesign to improve instructional outcomes;
- Pursues deeper understanding of the relationship between theory and informed practice and between school culture and the learning environment;
- Understands and is instrumental in developing and using coaching plans focused on growth;
- Uses student assessment data to inform effective instructional practices focused on learning outcomes;
- Participates as a team member in seminars and school reform initiatives at the school;
- Serves as an intellectual resource to teachers, university facilitators, and other interns;
- Accepts responsibility for completion of all materials encompassed in the handbook in a timely manner;
- Completes university course work and attends classes (if required); assignments are integrated with the internship;
- Accepts assigned duties and other duties related to classroom practice;
- Shows evidence of dispositions as defined by the Graduate School of Education;
- One intern representative serves on the school-based PDS Network Leadership Team; and,
- Expresses concerns in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Director of Teacher Education, Associate Dean.

Clinical Faculty/Cooperating Teacher Roles and Responsibilities

The clinical faculty and cooperating teachers willingly serve as role models, instructors and coaches for their interns. Clinical faculty are classroom teachers who have completed a graduate course in the supervision of interns and conduct two formal observations during the intern's placement in their classroom. Cooperating teachers have not completed the graduate course and will complete one formal observation. The clinical faculty and cooperating teachers serve as mentors and professional resources for the pre-service teacher intern. Both will:

- Serve as the public school mentor teacher, being responsible for the completion of state and university forms impacting graduation and licensure;
- Participate in efforts to make relevant reforms in school practices, structures and cultures;
- Analyze practices and their consequences to improve instruction, utilizing inquiry wherever applicable;
- Participate in all Professional Development Network activities associated with the role;
- Support and encourage instructional techniques that interns are learning in their university class work;
- Monitor and provide meaningful activities for interns for the duration of the semester.
- Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

University Facilitator Roles and Responsibilities

The university facilitator serves as a link between the school and the university, providing support and guidance to interns, clinical faculty/cooperating teachers and site-based facilitators. The university facilitator supports the coaching, supervisory and evaluative functions carried out by the clinical faculty/cooperating teachers. The university facilitator also plays an important role in facilitating communication and in providing additional feedback and assistance for the interns. The university facilitator will:

- Supervise and function as a collegial coach with teachers and administrators for site-based interns;
- Ensure clarity in the relationship between theory and practice so that each informs and shapes the other;
- Assist in the development of professional school-based cultures and the emergence of a compatible and legitimate university preparation environment;
- Offer suggestions and support for the intern, incorporating relevant theories and practical methods of teaching;
- Facilitate and participate in seminars focusing upon instructional practices and their consequences;
- Observe and evaluate the intern's performance during the semester;
- Serves as the Professor of Records in evaluating the intern's practicum experience;
- Observe, record, reflect upon, and analyze practices and performance data to improve the quality of field-based experiences;
- Serve as an intellectual resource for public school partners through sharing of expertise and provision of articles and research information.
- Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

Site Facilitator Roles and Responsibilities

The site facilitator is selected to coordinate activities in a PDS Network school and will:

- Participate with the Graduate School of Education faculty in planning professional development activities and address other issues related to the philosophy, goals and objectives of the PDS Network program;
- Coordinate activities at the PDS Network school related to placement of teacher interns and act as liaison between the clinical faculty/cooperating teacher, teacher interns and university facilitator;
- Disseminate and collect information pertinent to clinical faculty/cooperating teacher and teacher interns as necessary and completes and returns paperwork as required by the program;
- Serve as an intellectual resource to interns, colleagues and university faculty;
- Collaborate in placement of interns each year;
- Participate in PDS Network, schedule meetings, training sessions and staff development activities;
- Analyze practices and their consequences to improve instruction, utilizing inquiry wherever applicable;
- Participate in seminars between and among teacher interns, clinical faculty, university facilitator, and others involved in the PDS Network school efforts;
- Participate in all PDS Network activities associated with the role;
- Support and encourage instructional techniques that interns are learning in their university class work; and,
- Monitor and provide meaningful activities for interns for the duration of the internship.
- Express concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

Site Principal Roles and Responsibilities

PDS Network administrators seek to foster professional norms of competence and quality learning environments for teachers and students. The site principal will:

- Oversee the process for identification of quality classroom placements for teacher interns;
- Coordinate with site facilitator and university facilitator to place student interns;
- Participate in PDS Network scheduled meetings, orientation training and staff development activities;
- Serve as an intellectual resource for teachers, university facilitators and interns;
- Align organizational structures and resources to reinforce the stated goals of the PDS Network (e.g. ensures that teachers have access to available technology training and application within the classroom);
- Support site facilitators, clinical faculty/cooperating teachers and others to improve instructional outcomes;
- Involve interns as part of school faculty;

- Ensure that mechanisms are in place to help parents participate in and understand the PDS Network goals.
- Express concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator and Principal, Director of Teacher Education, Associate Dean.

Successful student teaching requires collaborative planning to include both long and short term goals. For an overview of the internship team's responsibilities see page 5: *Summary of 15-Week Schedule for Internship in Semester-Long Schools*

DOCUMENTATION

The PDS Network Handbook appendices include all of the forms that must be submitted to the Field Placement Specialist (FPS) or the intern to be licensed (these forms may be copied as needed). Folders containing other forms and information for interns, university facilitators and clinical faculty/cooperating teachers are distributed by the Office of the Director of Teacher Education. These folders should be used to keep records and to submit documentation to the FPS at the end of the semester.

Clinical faculty/cooperating teachers work with the intern to prepare a Bi-Weekly Progress Report (Appendix A) throughout the internship. Clinical faculty complete two formal observation reports (Appendix B) during each grade-level placement, providing copies to the intern and university facilitator. Cooperating teachers complete one formal observation report (Appendix B) during each grade-level placement, providing copies to the intern and university facilitator.

At mid-point/interim and at the end of each placement, the clinical faculty/cooperating teacher and university facilitator collaboratively complete the mid-point/interim and final evaluation form (Appendix C) to provide feedback to the intern. The intern also completes the evaluation form for each placement (mid/point interim and final) as a means of self-evaluation to be used during the conference. The clinical faculty/cooperating teacher and university facilitator then determine the final grade at the end of the 15 week internship by reaching a consensus. (See grading policy on page 10).

Honoraria for clinical faculty and cooperating teachers cannot be paid until payroll or reimbursement forms have been completed and returned to the FRSS. Mason requires the appropriate forms to be submitted prior to payment.

Interns initiate a Bi-Weekly Progress Report (Appendix A) and submit it to the university facilitator after completion by the clinical faculty/cooperating teacher. During independent teaching, interns **must provide lesson plans for prior review** by the clinical faculty/cooperating teacher and for the university facilitator as requested. The lesson plan format to be used is illustrated in Appendix D. This lesson plan format is also used in university course work, as well as during the internship. Lesson plans are designed to (1) help the students plan discipline-related content in their methods courses; (2) facilitate the interns' thinking on all aspects of planning for meaningful learning experiences; (3) enable interns and clinical faculty to discuss particular aspects of teaching; and (4) provide a framework for discussion about teaching practice by the intern, university facilitator and clinical faculty. ***Lesson plans must be written, submitted, and approved prior to any independent or co-teaching episode.*** Interns must also keep a log of their hours (Appendix E).

Lesson plans, bi-weekly reports, observation reports, and other documentation must be kept in a notebook for review by clinical faculty/cooperating teachers and the university facilitator. Interns must also keep a log of hours in the notebook. Students must obtain signatures of the clinical faculty and university facilitator monthly for the Log of Responsibilities and Assignments (Appendix E) and submit this record of hours co-teaching, independent teaching and participating in other school-based activities. The Log of Responsibilities and Assignments form must be submitted to the UF at the end of the internship.

University facilitators provide their interns with a written evaluation of each formal classroom observation and a copy for the clinical faculty/cooperating teacher. Interns should be observed by the university facilitator at least twice during the 15-week internship, four times if the intern's placement is with a cooperating teacher.

The university facilitator collaborates with the clinical faculty/cooperating teacher to prepare the mid-point/interim and Final Evaluation Profile (Appendix C) to reach consensus on the grade. Signatures are necessary to verify review by members of the team and the principal (or designee). Teacher education accreditation standards require these evaluations and signatures. Observations by the principal are encouraged, but not required.

The university facilitator submits all documentation except evaluations (Appendix J) to the Director of Teacher Education. The Final Grade Form (Appendix E), which contains the information needed to process the student's request for license, is kept as a permanent record. Evaluations in Appendix J will be given to the Elementary Coordinator. There is not an office of field specialist. Lauren works out of the office of teacher education but this should be changed to that.

Travel vouchers for university facilitators also should be submitted to the Field Placement Specialist for processing. Instructions and forms are provided at the beginning of the semester. Only the following forms are submitted to the FPS via the university facilitator at the end of the student teaching period, unless there is additional documentation related to marginal or unsatisfactory performance. What follows is in font size 12, but the rest is 11

- 1 - Log of Responsibilities and Assignments by month (Appendix E)
- 1 - Summary of Hours and Final Grade (Appendix G)
- 2 - Profiles for Evaluation of Intern Performance (Appendix C) (Final from both placements.)
- 2-4 Summary Observation Reports (Appendix B)

Teacher Candidate Assessment Reflections

During the internship each intern prepares Assessment Reflections to illustrate his or her professional development as a teacher. The university facilitator provides guidance on development and evaluation of the Reflections. The Reflections provide a summary of development from the perspective of the intern. Their purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. The Reflections are a requirement for the successful completion of the Elementary Education Program. Guidelines for the Reflections' development and evaluation are in Appendix F.

GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.
 - a. Grades of **S (Satisfactory)** performance by an intern in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university facilitator.
 - b. A graduate intern who receives a **NC (No Credit)** grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.
 - c. An intern whose performance cannot be evaluated at the end of the grading period will receive a grade of **IP (In Progress)**. An IP grade shall be changed to Satisfactory or No Credit for graduate students, upon completion of requirements (usually before the beginning of the next semester). There is no charge for the extension of the internship.
2. The cooperating teacher(s)/clinical faculty member(s) and the university facilitator shall determine the interim and final grades jointly after consultation. *If they cannot agree, the University Facilitator will determine the grade based on a review of the documentation.*

3. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.
4. The final grade will not be processed until the Summary of Internship Hours (Appendix E) is complete and in the licensure office.
5. Interns are responsible for documenting all requirements and materials for licensure.
6. Interns are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

SPECIAL ASSISTANCE FOR INTERNS

Occasionally interns need special assistance and arrangements to complete their licensure programs successfully. In such cases, an individualized plan is developed collaboratively by the university facilitator, clinical faculty/ cooperating teacher and principal. The Elementary Program Coordinator and the Director of Teacher Education should be contacted to determine what resources are needed. Concerns should be resolved at the lowest possible level. If an intern has a concern, s/he should express it in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Director of Teacher Education, Associate Dean for Teaching and Academic Affairs. This one is correct, so please change in other handbook It is the university facilitator's responsibility to inform the principal of any concerns. If the intern's concern is in regard to one of the above persons, then the intern should go to the next level. Please note the following information:

- The Director of Teacher Education is the liaison to the school district central office.
- All final decisions regarding intern placement, evaluation and special assistance are the responsibility of the university.
- The Associate Dean for Teaching and Academic Affairs arbitrates concerns that have not been able to be resolved at the lower levels. I don't like 'lower' levels – any other way to say?
- The Associate Dean for Academic and Student Affairs must approve any withdrawals from the internship.
- The university is bound by legal due process and confidentiality as described in official Mason documents.

Some of the ways to provide special support for an intern are:

- Arranging for observation of another intern or teacher who models skills the intern lacks, followed by a conference;
- Changing a placement within a school to provide a better match of intern and clinical faculty/cooperating teacher;
- Changing a placement to another school if a suitable alternative placement is not available in the same school;
- Modifying the schedule for independent teaching to begin more gradually and/or to add days;
- Delaying an intern's independent teaching;
- Providing special experiences during the period after independent teaching in order to address areas needing improvement;
- Facilitating conferences with the intern's academic advisor and/or course instructors;
- Suggesting available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, or the Student Health Center or other source of medical assistance;
- Advising an intern that it is in his/her best interest to repeat all or part of an internship.

INTERNSHIP GUIDELINES

Attendance

Interns generally follow the calendar for the school system where they are assigned, not the Mason calendar (see the PDS Network calendar for specific schools and divisions). Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Interns are expected to follow school division policy by requesting permission to be absent or notifying the school of unanticipated absences. Any time an intern is absent the university facilitator **must** be notified. Interns may be allowed two absences for illness; absences beyond two days must be documented with a doctor's excuse and may require an extension of student teaching. If there are issues beyond those days, the intern will need to consult with the site facilitator who will consult with the Coordinator of Elementary Education.

Personal and Professional Responsibilities

Interns are expected to comply with the calendar, school hours, and all regulations established at the local site during the internship. Further, interns are expected to demonstrate dispositions associated with a successful career educator (see Page 13) as well as other Mason policies and regulations outlined in the catalogue.

Each school prepares a Faculty Handbook for use during the year. If a copy of the Faculty Handbook is not available, the intern should ask to share and review the Clinical Faculty/Cooperating Teacher's copy of the handbook. Please note the sections on Human Resources and Employee Professional and Personal Responsibilities. It is important that the intern have knowledge of the expectations of employees in a school division.

Interns should check with the Principal, Assistant Principal or Site Facilitator on school procedures regarding:

- Absence from school/Tardiness
- Leaving school during the school day
- Dress
- Confidentiality
- Child abuse
- Substance abuse
- Emergency procedures
- Cell phone use

If the intern is unclear about a procedure or policy, it is his/her responsibility to ask the clinical faculty/cooperating teacher, site facilitator, or an administrator. Reviewing the Faculty Handbook and being proactive is important to the intern's integration into the school and faculty.

School divisions have the right to request an intern be removed from their assigned location. There are no guarantees an intern will be approved for a different assignment or location. Due process is followed by the Graduate School of Education should this occur.

Interns are responsible for exercising "reasonable care" for pupils' welfare and complying with federal, state and local policies and regulations. This is best accomplished through careful study of the school's or school division's teacher handbook and guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Interns are covered by liability policies of George Mason University, but may consider additional insurance through a membership in the Student Education Association (SEA).

Confidentiality of Records

School divisions' and Mason policies regarding student records will be followed. Interns should familiarize themselves with the school division policies regarding student records. An intern's evaluation may be shared among the clinical

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faculty/cooperating teacher, university facilitator and responsible administrators until the university facilitator submits the intern's cumulative folder to the Director of Teacher Education. After that, access will be in accordance with the Privacy Act. No materials will be released by the FPS or licensure specialist for employment purposes other than grades and verification of meeting licensure standards. During the internship, students will receive directions on employment procedures in local school divisions and submitting an application for licensure in Virginia.

Records Retention

Contents of cumulative folders will be retained for one year after completion of student teaching. After that, the transcript and the summary form (Appendix E) will be the only available record. Therefore, students are advised to keep copies of evaluations, logs, summaries, and other records. Students should keep a personal file of documents for reference and future use.

The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including student teaching hours completed, and the final grade.

Dispositions for a Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

COMMITMENT TO THE PROFESSION

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

COMMITMENT TO HONORING PROFESSIONAL ETHICAL STANDARDS

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

COMMITMENT TO KEY ELEMENTS OF PROFESSIONAL PRACTICE

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment

COMMITMENT TO KEY ELEMENTS OF PROFESSIONAL PRACTICE, *CONTINUED*

- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

COMMITMENT TO BEING A MEMBER OF A LEARNING COMMUNITY

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

COMMITMENT TO DEMOCRATIC VALUES AND SOCIAL JUSTICE

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

Dispositions for Elementary Education

In addition, candidates for initial teaching licensure are assessed on the following standards:

- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-based theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Meet all expectations for attendance
- Meet all expectations for professional behavior

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education (Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)

REVISED May 2009

APPENDICES

Included in these appendices are forms that provide assistance in planning, monitoring and evaluating intern experiences. These forms should be copied as needed.

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APPENDICES GUIDE

KEY: I=Intern; CF = Clinical Faculty; CT = Cooperating Teacher; UF = University Facilitator; SF = Site Facilitator

Appendix	Frequency of use	Completed by	Comments
A Page 19	6 times during Internship	I CF/CT	The Bi-Weekly Progress Report on Interns will be completed six times during the internship by the I and CF/CT. The intern initiates and completes #1; the CF/CT complete #2 and #3. A copy goes to the UF.
B Page 20	6 times during internship	CF/CT UF	The Summary Observation Report will be completed six times during the internship by the UF and CF/CT and CF. If the intern is assigned to a CF, the UF will complete 1 formal observation and the CF will complete two formal observations during the placement. If the intern is assigned to a CT, the UF will complete 2 formal observations and the CT will complete one formal observation during the placement. The UF and CT/CF will make every effort to complete an observation of the intern on the same teaching event. A copy of each goes to the UF.
C Page 21-26	Four times during internship	I/UF CF/CT	Interim evaluations will be completed twice during each placement by the UF, CT/CF and intern. Final evaluations will be completed jointly by UF, CT/CF and intern. A copy of each will be kept by the UF.
D Page 27-28	Daily when teaching	I	These Guidelines provide a model lesson plan format. Every lesson plan <i>must</i> contain these elements ; however the exact design may vary. Every teaching episode must be accompanied by an approved lesson plan. All 6 formal observations must be accompanied by a <i>fully detailed</i> plan.
E Page 29-31	End of Internship	I UF	This Summary and Final Grade Form is given to the UF to be submitted for licensure. The UF enters the final grade.

APPENDICES GUIDE (continued)

KEY: I=Intern; CF = Clinical Faculty; CT = Cooperating Teacher; UF = University Facilitator; SF = Site Facilitator

F Page 32-33	Throughout the Internship	I	Teacher Candidate Assessment Reflections - Follow the guidelines in Handbook. Interns will present their Reflections to a team at the end of the internship.
G Page 34	Use will vary	I	This Observational Worksheet is an optional form. Interns may find other equally valuable ways to observe instruction. Note: Interns should plan to observe <i>every subject taught at</i> assigned grade level by your CT/CF <i>before co-teaching</i> . Interns can use this, <i>or another</i> format/form for the observation. Copies given to UF.
H Page 35	Throughout the Internship	I	This Experience Checklist is a <i>guide</i> to provide interns with a diversity of experiences during the internship; it is not a mandate. During the internship, endeavor to attend to at least 85% of the listed items.
I Page 36	Weekly	I	A record of daily co-teaching activities should be recorded on this weekly chart. It should be available for review by UF on each visit. This can be done in an optional format. Copies given to UF.
J Page 37-41	End of the Internship	I/CF/UF	Complete and return these Evaluation Forms to the Office of Field Relations Support Specialist.

BI-WEEKLY PROGRESS REPORT ON INTERN

Intern _____ Reporting Period _____ to _____

Clinical Faculty/Cooperating Teacher _____

Note: The intern initiates and completes #1; the classroom teacher completes #2 and #3 using the other side of the form as necessary.

1. Briefly describe your teaching activities for this period, with emphasis on major successes and difficulties.

2. Briefly describe strengths of the intern's performance for this period and areas needing improvement.

3. What recommendations or instructions do you have for the next week(s)?

Teacher's Signature Date

Intern's Signature Date

SUMMARY OBSERVATION REPORT

Intern: _____ **Date:** _____

Observer: _____ **Clinical Faculty/Cooperating Teacher or
University Facilitator**

School: _____ **Grade/Subject(s):** _____

Lesson Observed: _____

PREPARATION and PLANNING:

INSTRUCTIONAL METHODS and MANAGEMENT:

ASSESSMENT AND DIFFERENTIATION:

PROFESSIONALISM:

RECOMMENDATIONS:

Observer's Signature _____

Date _____

Intern's Signature _____

Date _____

DRAFT *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT*

Profile for Evaluation of Intern

Intern: _____ **Spring** _____ **Fall** _____ **Yr** _____

School: _____ **Subject(s)/Level(s):** _____

Evaluator: _____ **Univ. Sup. Clin. Fac./Coop Tchr. or Intern**

Recommended Interim Grade: _____ **or** **End-of-Placement/Final Grade:** _____

This assessment of the intern’s performance is to be completed by the clinical faculty/cooperating teacher, the university facilitator and the intern. The items reflect the important standards and competencies expected of professional educators, and the rating scale reflects their movement toward achieving proficiency over the course of the internship. This form may be used to record the interim AND final ratings.

- A rating of 3 indicates that the Intern has achieved consistent proficiency in a particular skill or disposition. An average of 3 or higher across all areas (Grand Average) represents a passing grade.
- Ratings of 1 or 2 indicate skills that require scaffolding and support on the part of the CF and UF in order for the Intern to develop the appropriate level of expertise. Please include comments that indicate a plan to address these skills and dispositions.
- Ratings of 4 or 5 suggest that the Intern’s performance regarding a skill or disposition is exceptional. These ratings should be reserved for documentable excellence. Please include comments that indicate the ways in which the Intern has exceeded expectations.
- The interim or final grade is based on this profile, but may not be numerically correlated.
- Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

Performance Rating Scale

- 5 = Performance is of notable excellence.
- 4 = Performance often goes beyond expectations.
- 3 = Performance is consistently proficient.
- 2 = Performance needs some improvement.
- 1 = Performance needs significant improvement.
- NR = Performance on this item was not rated during this evaluation.

Summary of Scores:

Interim		Final	
Preparation & Planning	_____	Preparation & Planning	_____
Instruction and Management	_____	Instruction and Management	_____
Assessment	_____	Assessment	_____
Professional Development	_____	Professional Development	_____
Grand Average (average of scores)	_____	Grand Average (average of scores)	_____

I. Preparation and Planning	Interim	Final
Uses curriculum guidelines and learning standards during planning to meet the needs of learners.		
Develops unit and lesson plans to meet the developmental and academic needs of diverse learners.		
Plans a sequence of engaging activities, which are focused on achievement of the instructional objective(s).		
Selects learning experiences, technology and materials to accommodate different styles and levels of learning.		
Relates activities to students' culture, interests, knowledge, and experiences.		
Integrates materials and activities that are sensitive to culture, disabilities and gender.		
Gathers, creates and organizes materials and equipment in advance.		
Plans for using various methods to assess students' learning.		
Collaborates with other teachers and specialists in planning.		

Preparation and Planning

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

II. Instruction and Management	Interim	Final
Uses a variety of teaching methods, techniques and strategies.		
Consistently presents accurate content.		
Consistently provides clear instruction		
Provides opportunities for learners to participate actively and successfully at different levels.		
Provides opportunities for learners to work independently and in cooperative groups.		
Encourages critical thinking and problem solving.		
Appropriately uses a variety of materials, technology and other media to achieve instructional objectives.		
Motivates students through interesting and challenging activities.		
Communicates high expectations while respecting individual differences and cultural diversity.		
Creates and/or uses established routines to provide an orderly and supportive environment.		
Demonstrates courtesy and caring in relationships with students.		
Manages time, space and materials to keep students productively involved in learning.		
Demonstrates ability to manage 2/+ classroom activities simultaneously, with evidence of attention to each		
Works toward developing a positive classroom community.		
Handles disruptive or destructive behavior firmly and fairly.		

Instruction and Management

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

III. Assessment	Interim	Final
Uses Assessment that matches the objective		
Uses assessment to inform future instruction.		
Adapts pacing, methods and materials using feedback from students.		
Assesses for understanding and mastery through observation of students' performance.		
Assesses for understanding and mastery through evaluation of students' work.		
Keeps records of students' progress and problems.		
Communicates with students to inform them of their progress.		
Gathers, organizes, and analyzes student data to communicate progress to others.		

Assessment

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if necessary)

IV. Personal and Professional Development	Interim	Final
Possesses the basic skills and knowledge needed to guide students' learning.		
Demonstrates effort to continue learning both content and pedagogy.		
Reflects on his/her professional practice.		
Welcomes assistance for improvement.		
Implements suggestions and recommendations for improvement.		
Can develop and explain professional judgments.		
Engages in productive relationships with professional colleagues and support staff.		
Demonstrates stamina, flexibility and a positive attitude.		
Is responsible, dependable and observant of school policies and procedures.		
Demonstrates dispositions associated with an effective career educator.		
Projects a professional image in terms of demeanor and appearance.		

Professional and Personal Development

Average Rating (to 2 decimal places) _____

Interim Comments:

Final Comments: (use reverse side if needed)

Signatures (Interim Evaluation)

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

(The signatures below indicate review rather than agreement.)

Student Teacher/Intern Date

Principal (or Designee) Date

Signatures (Final Evaluation)

Clinical Faculty/Cooperating Teacher Date

University Supervisor Date

(The signatures below indicate review rather than agreement.)

Student Teacher/Intern Date

Principal (or Designee) Date

The information on this form becomes part of the student's confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendation requested by the student.

ELEMENTARY EDUCATION PROGRAM

LESSON PLAN GUIDELINES

Based on previous internship experiences of Mason interns, clinical faculty, cooperating teachers, and university facilitators, the following guidelines were developed to improve understanding, consistency and communication between interns and their clinical faculty and university facilitators.

1. The lesson plan format in the Handbook is to be used with variations specified by instructors for: (a) planning done in relation to course assignments, and (b) lessons which are to be observed by the university facilitator or clinical faculty/cooperating teacher.
2. All of the teaching done by the interns is to be planned in more detail than is customary for experienced teachers or possible in a teacher's plan book. All teaching episodes are to be accompanied by lesson plans.
3. Essential components of any lesson plan are: Objectives (in terms of student learning), Learning (Developmental) Activities, Adaptations, and Assessment. At the beginning of the internship, the emphasis should be on developing objectives and achieving active involvement of students in learning activities. A focus on differentiation and assessment follows later in the internship.
4. Interns will be expected to verbally reflect on the lesson plans and the lesson in a conference with the observer (the UF, SF, or CF/CT) after the lesson is observed.
5. Interns who have difficulty distinguishing between objectives and concepts to be taught should think of concepts as "key ideas" and objectives as "what the student should know and/or be able to do."
6. When interns are using a lesson from school division curriculum guides, there is no need to re-write the lesson. However, a photocopy with appropriate annotations and or references should be attached to the plan. If the school division curriculum guide does not include any part of the Mason Lesson Plan Format (Objective, Materials, Procedures, Assessment, or Differentiation) the intern should include it in writing.
7. Lessons developed by the clinical faculty/cooperating teacher and taught together or by the intern during co-teaching also should be documented this way. The purpose of such documentation is to ensure that the intern processes and adapts the already prepared lessons, and that the university facilitator has a record of the interns' teaching activities.
8. University facilitators may require less detailed planning of interns who have demonstrated a clear understanding of the planning/teaching process

ELEMENTARY EDUCATION PROGRAM

LESSON PLAN FORMAT

Intern: _____ Grade Level: _____

Title: _____ Date: _____

I. Objectives

- State what students will be able to do as a result of this experience.
- List national, state, or local objectives, if possible.

II. Materials for Learning Activities

- List the texts, equipment, and other materials to be used by the students.
- List the materials, including equipment or technology used by the teacher in presenting the experiences.

III. Procedures for Learning Activities

- Introduction – outline procedures for activating prior knowledge and student interest.
- Instructional strategies – outline what the teachers and students will do.
- Summary – outline how you will close.
- Give estimated time for each phase of the experience (introduction, instruction, summary).
- Describe extensions or connections to other lessons.

IV. Assessment

- Outline the procedures and criteria that will be used to assess each of the stated objectives.
- Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

V. Differentiation

- List adaptations that will be made for individual learners.

VI. Technology Integration

- List uses, adaptations, and activities that integrate technology
- Provide materials needed

VI. Reflection

- After the lesson, reflect on what went well and what didn't go well. Write changes you might implement the next time the lesson is taught.

**SUMMARY OF INTERNSHIP HOURS
 OF
 SUPERVISED SCHOOL-BASED TEACHING
 AND
 FINAL GRADE**

Intern _____ Spring _____ Year: _____

School _____ Grade(s)/Subject(s) _____

Clinical Faculty or Cooperating Teacher _____

University Facilitator _____

Summary of Hours Spent In:	Jan.	Feb.	Mar.	Apr.	May	Grand Total
Co-Teaching						
Independent Teaching						
School-Based Activities						

Final Grade _____

Intern Signature _____ Date _____

University Facilitator Signature _____ Date _____

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

LOGGING INTERN HOURS

Guidelines

CO-TEACHING

- Planning and preparing lesson plans with the clinical faculty's cooperating teacher and/or implementing the clinical faculty/cooperating teacher's lesson plans.
- Teaching (i.e., working with a small group of students, individual students or whole group).
- Supervising students (i.e., walking students to class, supervising on playground, field trips, etc.).

INDEPENDENT TEACHING (IT)

- Planning, preparing and delivering lesson plans that have been approved in advance by the clinical faculty/cooperating teacher for the two-week period designated as Independent Teaching.
- Planning, preparing and delivering lesson plans at any time during the internship (i.e., taking responsibility for academic instruction and supervision of assigned class).

SCHOOL-BASED ACTIVITIES

- Observing clinical faculty/cooperating teachers and other instructional staff
- Attending parent conferences
- Shadowing the clinical faculty/cooperating teacher
- Attend PTA/PTO meetings
- Attending faculty meeting, seminars, staff development sessions, team meetings, etc.

Note: The above are examples that may include, but are not limited to, activities in which interns have the opportunity to participate.

**THE TEACHER CANDIDATE ASSESSMENT REFLECTIONS:
A PERFORMANCE-BASED DOCUMENT**

INTRODUCTION

The Teacher Candidate Assessment Reflections documents the individual’s knowledge, skills, dispositions, and ability to teach. Further it documents the candidate’s ability to positively influence PK-6 student learning. The Reflections are a requirement for successful completion of the elementary licensure program, but it is only one of several indicators used to determine an intern’s readiness for teaching. Demonstration of successful completion of all INTASC standards is required for recommendation for licensure.

GUIDELINES FOR THE TEACHER CANDIDATE ASSESSMENT REFLECTIONS

REFLECTION #1: To be completed within EDUC 542/543 as part of the Professional Development Plan.

REFLECTION #2: To be completed at the end of the first placement and submitted for review by clinical faculty and university facilitator.

**Reflection #2
First Placement**

The purpose of Reflection #2 is to encourage you to think about your experiences during the first phase of your internship and to identify those areas that you need to enhance. Using Reflection #1 and the INTASC standards reflect on those that you’ve had success with, those that you still need to improve on, and those that you have yet to experience. Establish 3-5 goals for the second placement and outline a plan for yourself that will help you achieve those goals. Also indicate how you will know when you’ve been successful.

Evaluation Rubric for Reflection #2

Response Ratings	Criteria
Exemplary 4	Reflection and critical analysis of knowledge, skills and disposition is evident. Goals are useful and specific and provide the reader with a clear understanding of the connection between the goals for the second placement and the intern’s plans to meet the INTASC standards. Shows strong capacity for self-reflective thinking and becoming a reflective practitioner. Has clarity of expression and is free from errors in mechanics and grammar.
Proficient 3	Reflection and critical analysis of knowledge, skills and disposition is evident. Goals are useful and specific and provide the reader with a good understanding of the connection between the goals for the second placement and the intern’s plans to meet the INTASC standards. Has clarity of expression and is mostly free from errors in mechanics and grammar.
Partially Proficient 2	Some components of the reflection and critical analysis of knowledge, skills and disposition are unclear. Goals may be vague or not connected to meeting the INTASC standards. Has some problems with clarity of expression and in mechanics and grammar
Not Proficient 1	Reflection and critical analysis of knowledge, skills and disposition is unclear and nonspecific. Goals are vague or not stated. Lacks clarity of expression and has errors in mechanics and/or grammar.

**Critical Incident Reflection
Second Placement**

The following should be used to guide your description of and reflection on a critical teaching incident:

- a. Provide a specific example from your independent teaching experience when there was a discrepancy between your intent and the outcome.
- b. Provide an analysis of the critical incident situation and support it with evidence.
- c. Describe the alternative ways of thinking about this incident as a teacher. You should draw upon your readings, best practices, observations and reflections for support.
- d. Describe what you would do differently and discuss how your practice will change as a result of new understandings.

Guidelines:

Part II of the assessment reflection (Critical Incident) will be evaluated based on the following:

1. Identifies a clear and specific incident in which there is a discrepancy between action and outcome.
2. Provides objective analysis of the incident with specific evidence to support.
3. Provides alternative ways of thinking/acting that are realistic.
4. Provides a plan for new teaching/learning strategies based on understandings gained.

Evaluation Rubric for Part II:

Response Ratings	Criteria
Exemplary 4	Description provides clear and convincing evidence of the incident, supportive documentation, multiple alternatives for viewing the situation and sound alternatives for new teaching/learning based on understandings gained.
Proficient 3	Description provides specifics with sufficient evidence and/or alternatives to provide evidence for planning new teaching/learning strategies
Partially Proficient 2	Description provides some specifics; however, lacks sufficient evidence to provide the reader a clear understanding of the incident. Has limited analysis, alternatives and/or new strategies.
Not Proficient 1	Description is unclear, nonspecific and lacks sufficient evidence to provide the reader an understanding of the incident. Lacks objective analysis, generation of alternatives and/or new strategies.

All submissions must be rated “Satisfactory” to be recommended for licensure from the Elementary Program. A Satisfactory rating for each part is a score of 3 or 4. Assessment Reflections that do not meet the Satisfactory rating will need to be resubmitted with revisions to be recommended for licensure.

INTERN'S WORKSHEET FOR OBSERVATION OF ANOTHER TEACHER

Name of Teacher Observed _____ Subject/Grade _____ Date _____

PLANNING

(Evidence of Objective)

INSTRUCTION

(Strategies and Techniques Observed)

DIFFERENTIATION

ASSESSMENT

REFLECTIONS

(Questions and Insights)

INTERN EXPERIENCE CHECKLIST

Use as appropriate to record activities and as a reminder to broaden the student's experiences.

<p>Activities:</p> <p><input type="checkbox"/> Bulletin Board</p> <p><input type="checkbox"/> Use of Library</p> <p><input type="checkbox"/> Trip</p> <p><input type="checkbox"/> Fire Drill</p> <p><input type="checkbox"/> PTA/PTO meeting</p> <p><input type="checkbox"/> Back-to-School Night</p> <p><input type="checkbox"/> Parent Conference</p> <p><input type="checkbox"/> Calls to Parents</p> <p><input type="checkbox"/> Parent Newsletter</p> <p><input type="checkbox"/> Eligibility Conference</p> <p><input type="checkbox"/> Mock Job Interview</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Instruction and Assessment (K-6):</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Handwriting</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Social Studies</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Health</p> <p><input type="checkbox"/> Physical Science</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Art</p> <p>Equipment:</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Printer</p> <p><input type="checkbox"/> Copier</p> <p><input type="checkbox"/> Video Disk Player</p> <p><input type="checkbox"/> VCR</p> <p><input type="checkbox"/> Audio Tape Recorder</p> <p><input type="checkbox"/> CD or Record Player</p> <p><input type="checkbox"/> Slide Projector</p> <p><input type="checkbox"/> Video camera</p> <p><input type="checkbox"/> Overhead Projector</p> <p><input type="checkbox"/> Manipulatives</p> <p><input type="checkbox"/> Listening Station</p> <p><input type="checkbox"/> Digital Camera</p> <p><input type="checkbox"/> Scanner</p>	<p>Observation of Specialists:</p> <p><input type="checkbox"/> Special Education Resource</p> <p><input type="checkbox"/> PE</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> ESOL</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> Reading Specialist</p> <p><input type="checkbox"/> Speech Clinician</p> <p><input type="checkbox"/> Extra or Co-Curricular Activities</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Records:</p> <p><input type="checkbox"/> Cumulative Folders</p> <p><input type="checkbox"/> Work Samples</p> <p><input type="checkbox"/> Anecdotal Records</p> <p><input type="checkbox"/> Attendance Records</p> <p><input type="checkbox"/> Grade Book</p> <p><input type="checkbox"/> Report Cards</p> <p><input type="checkbox"/> Accident Report</p> <p><input type="checkbox"/> Emergency Cards</p> <p><input type="checkbox"/> Referral Forms</p> <p>Test Administration or Interpretation:</p> <p><input type="checkbox"/> Teacher-made</p> <p><input type="checkbox"/> Cognitive Abilities Test (CogAT)</p> <p><input type="checkbox"/> Developmental Reading Assessment (DRA)</p> <p><input type="checkbox"/> Naglieri Non-Verbal Ability Test (NNAT)</p> <p><input type="checkbox"/> Virginia Standards of Learning (SOL)</p> <p><input type="checkbox"/> Readiness Test/Inventory</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p> <p>Duties:</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Bus</p> <p><input type="checkbox"/> Hall</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p>
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ELEMENTARY SCHOOL WEEKLY PLAN FOR CO-TEACHING
T = Teacher's Responsibilities I = Intern's Responsibilities

Dates: _____

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Opening					
English/ Language Arts					
Math					
Science					
History/ Social Science					
Other					
Other					

*Use brief notes to indicate who will do what in regards to teaching, assisting, or observing.
 Place a copy in intern's notebook for review by university facilitator*