

George Mason University
Graduate School of Education
Office of Student and Faculty Services

**Early Childhood
Special Education
Licensure Program
Internship
Manual**

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INFORMATION AND PROBLEM SOLVING

Many problems can be avoided by following instructions in this manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their clinical faculty/cooperating teachers, principals, and university supervisors before seeking help from the Office of Student and Faculty Services (OSFS). However, staff in OSFS are available to provide information and assistance to principals and to all members of the student teaching/internship team. In the OSFS your first point of contact should be the Placement Coordinator. He/she will either be able to address your question/concerns immediately or direct you to the appropriate place.

INTERNSHIP PURPOSE AND OBJECTIVES

The Graduate School of Education's programs are aligned with learned societies, and our faculty members are committed to GSE priorities. As a result, candidates are prepared to be reflective practitioners who are responsive to diversity, and effective professionals who use research-based practices and integrate technology. Field experiences and internships are an integral part of coursework and are the most significant opportunities for candidates to apply new knowledge, skills and dispositions.

Purpose of Internship

The primary purpose of the internship in special education is to integrate, apply and refine student competencies necessary for independent functioning as an early childhood special educator in a variety of settings. Expected competencies will vary according to the professional goals of individual students. Students in each setting will apply effective techniques and procedures and will engage in activities, which contribute to the smooth functioning of the specific internship experience. Depending on the internship experience, students will be expected to demonstrate competencies from among the following: human relations, organization and preparation, assessment, communication skills, classroom management, subject matter knowledge, individual and group instructional skills, and self-monitoring.

Minimum Requirements

All students must complete two university-supervised internship experiences (2-3 semester hours credit), usually toward the conclusion of specialization coursework. One internship must be with a birth-through-age-2 program and the other with a 3-through-age-five program.

TYPES OF INTERNSHIPS, TIME REQUIREMENTS AND WAIVER PROCEDURES

Types of Internships

Since internships vary across and within endorsement areas, students should check prerequisites for participation with their advisor.

1. On-Campus Licensure and Non-Licensure Internship

Students sometimes enroll in a "on-campus" internship taken toward the conclusion of their specialization coursework. The term on-campus refers to a setting in which several interns work with small groups of pupils in a university-operated program such as CompuWrite, CompuPlay or Summer Breakthrough. Non-Licensure Internship refers to an extra internship taken in addition to the two required internships.

2. Field-Based Internships

Field-based internships are conducted in approved clinics, private and public schools and institutions educating students with disabilities in the intern's area of specialization. Approval of the setting is based on professional accreditation and the availability of a qualified person to serve as the cooperating teacher.

3. *Other Internships*

Students licensed in their area of specialization or those not seeking licensure may enroll in an individually designed internship with the approval of their advisor. For example, students may develop and implement in-service training workshops or other types of collaborative professional development for internship credit.

Time Requirements

Internships vary in length depending upon the number of credits to be earned, the type of internship, and the number of different settings required. The following guidelines are used to determine the length of licensure internships:

one semester hour credit	--	2.5-3 weeks full-time or its equivalent
two semester hour credits	--	4-5 weeks full-time or its equivalent
three semester hour credits	--	6-8 weeks full-time or its equivalent
four semester hour credits	--	9-11 weeks full-time or its equivalent

Requirements for non-licensure internships are determined individually. The length of any internship may be extended if it is deemed advisable by the University Supervisor.

INTERNSHIP ADMINISTRATION PROCEDURES AND GUIDELINES

Student Pre-Internship Responsibilities

1. Students must complete the **Special Education Application Form** that is available in the Office of Student and Faculty Services and submit it with a resume and other documentation to their advisors for approval. Applications are required for all on-campus and field-based placements. **Deadlines are as follows:**

February 15..... for Fall and Spring Term
September 15..... for Spring Term

Results of a chest x-ray or TB skin test must be presented to the Office of Student and Faculty Services with the application for internship. Skin tests, valid for one year, may be obtained through Health Services at GMU, public health departments, or private physicians.

2. Each student is to prepare a **resume** and a **separate analysis of his/her perceived strengths and weaknesses as a special education teacher.** These analyses should be concerned with feelings and attitudes as well as intellectual knowledge and teaching techniques. The analyses should be limited to two typewritten pages and be signed by the student's advisor. The Office of Student and Faculty Services submit three copies of these papers with the internship application for distribution to the university supervisor and cooperating teacher.

3. For protection and/or supporting in case of civil legal action, interns are strongly encouraged to purchase professional liability insurance through membership in the GMU Student Education Association, the Council for Exceptional Children, or through a private carrier.

***Interns employed by a school division are encouraged to purchase additional coverage to supplement what is provided.**

4. Responsibilities of internships are so demanding that students are discouraged from taking other coursework or employment during the internship.

Responsibilities of Student Intern

Specific responsibilities depend upon type of internship, the setting and the time commitment. Nonetheless, there are common responsibilities, which apply across settings. Non-licensure internship responsibilities and evaluation procedures are determined on an individual basis. The following are responsibilities of all licensure internships:

Internship Notebook - Each intern should organize a three-ring Notebook or plans and other documentation.

1. Goal Statement - Intern will identify what skills they want to target for improvement during the internship. These skills will be written as goals and placed in the notebook.
2. Log of Hours - Each intern is to keep an on-going time log of his/her activities in the internship experience. Instructions and the form are provided in Appendix A (Make additional copies of the log form as needed.) The university supervisor also may request anecdotal records.
3. Individual Pupil Records - Individual pupil records will be kept on the students with whom the intern works. First names only should be recorded on any materials that leave the campus or school to ensure anonymity of the pupils. Records should include an analysis of pre-testing including each student's educational strengths and weaknesses, goals and objectives for instruction, what will be taught, and how the instruction will be implemented. A systematic approach to teaching should be in evidence including how on-going student progress is evaluated.
4. Lesson Plans - Lesson plans should be kept in the notebook and be readily accessible to the university supervisor and cooperating teacher. Use the format provided by the university supervisor.
5. Internship Evaluations - Evaluations or reports completed by the university supervisor and the clinical faculty/cooperating teacher should be kept in chronological order in this section.
6. Journal - An on-going journal will be written to document personal/professional growth and concerns throughout the internship. The final journal entry should summarize the internship experience, evaluate the intern's progress towards internship goals, and reflect on the intern's competencies and limitations as a teacher.
7. Internship Checklist - The list in Appendix B should be kept in the internship notebook and used to record completion of responsibilities.

Additional Requirements for Field-Based Internships

1. As soon as placements are confirmed, students have responsibility for arranging an introductory conference with the clinical faculty/cooperating teacher.
2. Interns will attend an initial orientation session on campus with the university supervisor.
3. Students are expected to maintain the same hours as cooperating teachers except for attendance at group meetings that are scheduled by the university supervisor.
4. Interns will assist with playground, bus, and other duties, which are a regular part of the school day.
5. During the first days of internship experiences, the student will be oriented to:
 - a. the school, to observe services provided to early childhood special education students in general and early childhood special education settings;
 - b. the classroom routines and management procedures through observation and discussion with the clinical faculty/cooperating teacher;

- c. the histories of children, for better understanding of the educational programming in operation.
6. As soon as possible, the intern will assume individual and small group responsibilities and later will gradually assume responsibility for the entire group. The timeline for complete takeover of responsibilities is to be developed with the cooperating teacher and the university supervisor. Appendix C lists the desired competencies and qualities of intern teachers to focus attention of the intern, cooperating teacher and university supervisor.
 7. Participate in-group internship meetings as required.
 8. Turn in bi-weekly reports to the university supervisors. At the end of the internship, complete the evaluation forms in Appendix I.
 9. Assist in drafting an I.E.P. and attend an I.E.P. conference.
 10. Videotape yourself teaching one lesson and critique the lesson while viewing the video using Appendix D. Turn in your self-evaluation to the university supervisor.

Responsibilities of the Special Education Faculty Advisor

1. Verifies that the applicant has been formally admitted to the program.
2. Verifies that the student has met all prerequisites for the internship.
3. Affixes his/her signature to the application before it is submitted to the Office of Student and Faculty Services.
4. Makes recommendations regarding placement settings, if appropriate.
5. Ensures that the application is forwarded to the Office of Student and Faculty Services.
6. Confers with the placement specialist in the Office of Student and Faculty Services about special circumstances.

Responsibilities of the Office of Student and Faculty Services

1. Furnishes clarification for any questions that the student has at the time an application is presented.
2. Forwards the completed application for the internship to the appropriate school division office or agency for placement.
3. For field-based internships:
 - a. informs students when placements are confirmed.
 - b. arranges for students to purchase copies of the Internship Manual.
 - c. furnishes the local school or agency supervisor with a copy of the Internship Manual.
 - d. employs adjunct faculty to serve as university supervisors.
 - e. assists the student, the public school supervisor, and university supervisor as necessary.
4. Establishes and maintains communication and administrative procedures, including scheduling of orientation meetings.

Responsibilities of the University Supervisor

1. Serves as liaison between the Office of Student and Faculty Services, the Special Education Program, and the school/agency.
2. Provides intern with syllabus and lesson plan form.
3. Completes observations of direct teaching skills demonstrated by the intern and completes written summaries of such observations. (Use Appendix D or an adaptation.)
4. Observes the student intern a minimum of two times (2 credit hours) to six times (6 credit hours) unless working with clinical faculty, i.e., a teacher who has been trained to supervise and evaluate interns. In such cases, the responsibilities for observations are split between the clinical faculty and university supervisor.
5. Maintains regular contact with the cooperating school, agency official and cooperating teacher.
6. Maintains contact with the intern throughout the internship.
7. Delineates particular requirements in conjunction with the cooperating teacher as appropriate.
8. Provides feedback to students and to the clinical faculty/cooperating teacher, usually in conjunction with observation visits.
9. Conducts seminar meetings during internship with one or more interns.
10. Reports unsatisfactory student performance or other problems as they occur to the Office of Student and Faculty Services.
11. Guides development of the Professional Portfolio, and facilitates its presentation.
12. Provides an interim and a final evaluation of the intern's performance and determines the grade, in consultation with the cooperating teacher/clinical faculty member (use Appendix E-1 or E-2). Provides the intern with a copy of the mid-point and final evaluation form.
13. Completes the summary of placement (Appendix F), which is the official record of the internship.
14. Collects and returns all forms in the appendices to the Office of Student and Faculty Services at the end of the internship, including the evaluation of cooperating teacher/clinical faculty (Appendix I).

Responsibilities of Clinical Faculty/Cooperating Teacher(s)

1. Specifies, during the introductory conference, overall goals and specific objectives of the school system or agency and how they relate to the intern.
2. With intern and university supervisor, develops a plan for student accomplishment of internship tasks using Appendix G.
3. Assists the intern in meeting school system, university, and classroom requirements.
4. Provides feedback and support to intern on a daily basis.
5. Provides an effective role model of research-based teaching.
6. Provides bi-weekly written feedback to the intern, using the Progress Report (Appendix H). Clinical Faculty only: Complete weekly observation reports of independent teaching using Appendix D.

7. Contacts the university supervisor as soon as any internship concerns arise so corrections can be implemented. Conducts telephone or in-person conferences with the university supervisor as needed to review the intern's progress.
8. Includes intern in most teaching duties, (e.g., I.E.P. conferences, parent conferences, phone calls, child study, staff meeting, professional development).
9. Assists intern in videotaping of a lesson and review of the intern's critique of the lesson.
10. Supports intern through encouragement, guidance and professionalism.
11. Provides an evaluation of intern's teaching using Appendices E-1 or E-2 and reaches consensus with the university supervisor concerning final evaluation of the intern's performance and grade. In cases where agreement on the grade cannot be reached, the Director of Student and Faculty Services and/or Coordinator of Special Education programs will be involved.
12. Complete the evaluation of the university supervisor (Appendix I) and return to the Office of Student and Faculty Services.

EVALUATION

One of the chief objectives of the internship is to help students become their own best critics and to teach a method of self-monitoring which will endure beyond the internship experience. For this reason, evaluation should be looked upon as a helping process so that the intern will develop and maintain a reflective attitude as a teacher of children with disabilities. By the same token, internship feedback is vital to the process of on going program evaluation and the development of excellence. Feedback procedures for non-licensure internships may vary. Interns are provided with copies of all evaluation reports, which are kept in the notebook.

If there are questions, please contact the intern's advisor, the university supervisor, or the OFFICE OF STUDENT AND FACULTY SERVICES (703-993-2080).

GRADING

The final grade for the internship, i.e. satisfactory (S), no credit (NC), or in progress (IP), will be determined by the university supervisor and the cooperating teacher or clinical faculty member. Interns will be evaluated on the course objectives and requirements above and those listed on the Internship Observation forms. Grades will be determined by the following:

1. Ratings on evaluation forms completed by cooperating teacher/clinical faculty and the university supervisor.
2. The bi-weekly progress reports (a minimum of 4 for an 8-week internship and minimum of 2 for semester at an ED Center).
3. Contents of notebook: each of the five sections completed and organized; the final journal entry as a true reflection of your professional growth; and all information easily accessible.
4. Timely completion of all requirements and submission of exit materials. A grade of In Progress (IP) will be given if materials are not turned in at end of internship.
5. Ability to reflect on your teaching during the post observation conference.
6. Attendance and participation in seminar meetings.

INTERNSHIP PORTFOLIO

The Internship Portfolio is a collection of artifacts, which provides a record of the intern's teaching experiences, reflections, and growth. This compilation of material synthesizes the intern's coursework and experiences and provides a summary development from the perspective of the intern. Its purpose is to encourage, the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. The Portfolio serves as a record of the intern's growth and experience and demonstrates the intern's application of knowledge and skills. (See Appendix J) Many pieces from this portfolio will be used in the students Final Portfolio for the Early Childhood Special Education program. The Portfolio is a requirement for the successful completion of most internships and is one of several sources used in determining the grade.

SPECIAL ASSISTANCE FOR INTERNS

Occasionally interns need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the university supervisor, clinical faculty/cooperating teacher, and principal develop an individualized plan collaboratively. The Associate Dean and/or Field Relations Coordinator who will involve the intern's advisor, must approve the plan.

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

- Arranging for observation of another intern or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the 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.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Sending the intern to the GMU Counseling Center for personal or therapeutic support.
- Sending the intern to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Sending the intern to the GMU Student Health Center or other source of medical assistance.
- Facilitating conferences with the intern's academic advisor and/or course instructors.
- Assigning a grade of In Progress (IP) and extending the internship, possibly in a different placement. (This may require the students to pay additional tuition or for extended supervision.)
- Advising an intern that it is in their best interest to repeat all or part of an internship in the following year.

REVISED LICENSURE REGULATIONS FOR VIRGINIA

The implementation of revised licensure regulations *for Virginia school divisions* became effective on July 1, 1998. After this effective date, local school division personnel interested in adding a teaching area will be required to complete the newly approved regulations. However, *institutions of higher education with approved teacher preparation programs* are required to implement the regulations for individuals *entering their programs by the fall of 2000*. *Individuals currently enrolled in Virginia approved teacher preparation programs will complete the program (teaching areas) in effect prior to the implementation dates for new regulations*. The current GMU state-approved programs for Special Education licensure have been modified slightly to comply with the revised licensure regulations.

APPENDICES:

Early Childhood Special Education Internship Forms

Instructions for Log of Hours

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student teaching/internship. The state mandates a minimum of 300 hours in such activities, of which 150 hours must be independent teaching. **The GMU state-approved program requires more than the State's minimum requirements. However, in unusual circumstances, the Director of Student and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.**

Students are encouraged to record times daily, which will improve accuracy. A separate log should be kept for each cooperating teacher/clinical faculty, and verified by them before being submitted to the university supervisor.

Conferences include discussion with the cooperating teacher/clinical faculty, the university supervisor, the principal, and other faculty; attendance at seminars and professional meetings.

Teaching includes full responsibility for instructing or supervising an entire class, specific individuals or small groups.

Preparation includes time spent during or outside the instructional day in planning, preparation, and evaluation of students' work.

Observation includes all other activities such as observations in classrooms, cafeteria, hall or bus duty, or time spent in the office or library.

Hours are to be totaled by the intern/student teacher, and each page of the log verified by the cooperating teacher/clinical faculty and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) cooperating teacher/clinical faculty. During the last visit, the student teacher/intern submits the summary of hours (Appendix F) to the university supervisor, which may require estimating for the final days.

Log of Hours

(Make sufficient copies for the student teaching/internship period)

Student Teacher/Intern _____ Log Sheet # _____

Verified by Cooperating Teacher/Clinical Faculty _____
(Signature)

Reviewed by University Supervisor _____
(Signature)

Date	Hours in Conference	Hours in Teaching	Hours in Preparation	Hours in Observation	Hours Per Day
Total Hours					

Internship Checklist

Intern _____ Site _____

Check off as completed.

A. Pre-internship Responsibilities

- Application with resume and statement of strengths and weaknesses submitted to advisor for signature
- Placement confirmed by Office of Student and Faculty Services
- Skin test where required
- TORT insurance coverage (optional)
- Purchase of Internship Manual

B. Internship Responsibilities

- Orientation meeting with university supervisor
- Discuss internship goals with the cooperating teacher and university supervisor
- Ensure that cooperating teacher's Remuneration Form or clinical faculty member's contract (PAF) is completed and returned
- Develop timeline of expected responsibilities with cooperating teacher and university supervisor
- Examine individual student histories and IEPs/IFSPs
- Videotape one lesson being taught by intern; discuss intern's critique
- Cooperating teacher's bi-weekly progress reports discussed, maintained and filed in notebook.
- Participate in seminar meetings as required by university supervisor
- University supervisor's or clinical faculty's evaluations discussed and assembled
- Maintain notebook with time log, journal, and record of lesson/intervention plans
- Prepare Professional Portfolio to illustrate growth and competencies (optional)

C. Concluding Internship Responsibilities

- Internship evaluation by the intern completed and submitted to university supervisor
- Confer with the clinical faculty/cooperating teacher and university supervisor about the evaluation and grade
- Send your evaluation of the university supervisor (Appendix I) and cooperating teacher/clinical faculty (Appendix J) to OFFICE OF STUDENT AND FACULTY SERVICES
- Submit bi-weekly progress reports, observation reports, time log, evaluations and summary form to university supervisor

Internship Evaluation by the Intern

Intern _____ School _____

Area Taught _____ Semester: Fall/Spring/Sum _____

Cooperating Teacher _____ Date _____

Type of Classroom: *(please circle one)*

Self-Contained Resource Home-Based Center-Based Residential Other

A. Rate yourself according to the following:

5 = Consistently Demonstrated
4 = Usually Demonstrated
3 = Emerging Competency

2 = Marginal
1 = Unsatisfactory

Teaching Competencies

	5	4	3	2	1
Knowledge of subject area(s).....					
Understanding of human development.....					
Knowledge of learning processes.....					
Planning and preparation.....					
Motivation of students.....					
Use of teaching methods.....					
Provision for individual differences.....					
Classroom management.....					
Use of resources.....					
Assessment of learning.....					
Reflection on performance.....					

Personal/Professional Development

Responsibility.....					
Judgment.....					
Self-confidence.....					
Initiative.....					
Resourcefulness.....					
Interpersonal relations with students.....					
Interpersonal relations with families.....					
Interpersonal relations with professional peers.....					
Oral communication.....					
Written communication.....					
Attitude toward work.....					
Response to suggestions.....					
Organization.....					

B. Rate the following:

5-Excellent 4-Good 3-Average 2-Fair 1-Poor

	5	4	3	2	1
1. I felt the internship orientation was.....					
2. Clarification of my role as an intern was					
3. There were ample opportunities for me to discuss the internship experiences with the:					
a) cooperating teacher/clinical faculty					
b) university supervising teacher					
4. I feel that communication between me and					
a) the cooperating teacher/clinical faculty was					
b) the university supervisor was.....					

C. General Evaluation Of Self

1. Areas in which I believe I show high competence are:

2. Areas in which I need strengthening are:

3. Is there anything further concerning your internship that we should talk about?
(Please be as frank as possible in identifying any factor.)

Signature of intern _____ Date _____

Permanent address _____

Telephone number _____

Semester Planning Guide

WEEK	ACTIVITIES TENTATIVELY SCHEDULED
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

Evaluation of Special Education Intern's Performance

Intern _____ School _____
 Subject/grades taught _____ Semester: Fall/Spring 200____ **Interim or Final Grade**
 Evaluator(s) _____

Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress
Ratings: 5=Consistently Demonstrated; 4=Usually Demonstrated; 3=Emerging Competency; 2=Marginal; 1=Unsatisfactory

TEACHING COMPETENCIES

	5	4	3	2	1
Knowledge of subject areas.....					
Understanding of human development.....					
Knowledge of learning.....					
Planning and preparation.....					
Motivation of students.....					
Use of teaching methods.....					
Provision for individual differences.....					
Classroom management.....					
Use of resources.....					
Assessment of learning.....					
Reflection on performance.....					

PERSONAL/PROFESSIONAL DEVELOPMENT

Responsibility.....					
Judgment.....					
Self-confidence.....					
Initiative.....					
Resourcefulness.....					
Interpersonal relations.....					
Oral communications.....					
Written communications.....					
Attitude toward work.....					
Response to suggestions.....					
Organization.....					

Please write comments on back of this form. Explanations are required for less-than-adequate or less-than-satisfactory ratings.

Clinical Faculty/Coop Teacher _____ Date _____ University Supervisor _____ Date _____
 Intern _____ Date _____ Principal _____ Date _____

Signatures above indicate review rather than agreement.

**Profile for Evaluation of
 SPECIAL EDUCATION INTERNS**

Student Teacher/Intern: _____ School: _____ Subject(s)/Level(s): _____

Evaluator: _____ Univ. Sup. Clin. Fac./Coop Tchr. or Intern Spring Fall Yr _____

End-of-Semester Grade _____

Use this list of standards and rating scale for self-assessment and assessment of the student’s performance by the clinical faculty/cooperating teacher and university supervisor at the beginning and end of independent teaching. **Write the number of the appropriate rating in the space provided.** The intern should demonstrate growth throughout the experience. At the **end of the first semester**, performance should be assessed according to **expectations for a student teacher/intern** and, **at the end of the second semester**, according to **expectations for a beginning teacher**.

The evaluator’s judgments about the student’s performance should be made in relation to the following criteria. Comments must be provided for ratings of 2 or 1, which indicate marginal or unsatisfactory performance.

Performance Rating Scale

- 5** = Meets the standard consistently, exceeding expectations.
- 4** = Meets the standard frequently, usually meeting expectations.
- 3** = Meets the standard occasionally, progressing in meeting expectations.
- 2** = Meets the standard inconsistently, seldom meeting expectations.
- 1** = Meets the standard rarely, never meeting expectations.
- NR** = Not rated during this evaluation.

The end-of-semester grade is based on this profile, but may not be numerically correlated.
 Graduate grading scale: S=Satisfactory; NC=No Credit; IP=In Progress

PLANNING AND PREPARATION

Rating

- 1. Using curriculum guidelines, develops unit and lesson plans to meet the developmental and academic needs of diverse learners. _____
- 2. Describes instructional objectives in terms of learning outcomes. _____
- 3. Plans a sequence of activities, which are focused on achievement of the instructional objective(s). _____
- 4. Selects learning experiences and materials to accommodate different styles and levels of learning. _____
- 5. Relates activities to students’ interests, knowledge, and experiences. _____
- 6. Integrates materials and activities, which promote equity (including gender equity) and infuse multicultural elements in lessons. _____
- 7. Gathers, creates, and organizes materials and equipment in advance. _____
- 8. Plans for using various methods to assess students’ learning. _____
- 9. Collaborates with other teachers and specialists in planning. _____

Comments: (Use reverse side if needed.)

Appendix E-2 (cont.)

INSTRUCTION AND ASSESSMENT

Rating

- 1. Uses a variety of teaching methods, techniques, and strategies. _____

2. Presents content accurately and instructions clearly. _____
 3. Provides opportunities for learners to participate actively and successfully at different levels. _____
 4. Provides opportunities for learners to work independently and in cooperative groups. _____
 5. Encourages critical thinking and problem solving through prompts, questioning, and application. _____
 6. Uses a variety of media and materials appropriately to achieve instructional objectives. _____
 7. Demonstrates competence in using computers to achieve instructional objectives. _____
 8. Adapts pacing, methods, and materials utilizing feedback from students. _____
 9. Assesses for understanding and mastery through observation of students' performance and evaluation of their work. _____
 10. Keeps records of students' progress and problems. _____
 11. Involves family and community members in learning activities _____
- Comments: (Use reverse side if needed.) _____

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

Rating

1. Motivates students through interesting and challenging activities. _____
 2. Communicates high expectations while respecting individual differences and cultural diversity. _____
 3. Creates an orderly and supportive environment by establishing routines. _____
 4. Demonstrates courtesy and caring in relationships with students. _____
 5. Manages time, space, and materials to keep students productively involved in learning. _____
 6. Demonstrates ability to manage two or more classroom activities simultaneously, with evidence of attention to each. _____
 7. Guides student behavior and moral development through an emphasis on personal responsibility for the common good. _____
 8. Handles disruptive or destructive behavior firmly and fairly. _____
 9. Communicates regularly with parents and involves them in problem solving. _____
- Comments: (Use reverse side if needed.) _____

Appendix E-2 (cont.)

PROFESSIONAL AND PERSONAL DEVELOPMENT

Rating

1. Possesses the basic skills and knowledge needed to guide students' learning. _____
2. Demonstrates effort to continue learning both content and pedagogy. _____

Summary of Placement, Supervisors, Hours, and Final Grade

Student Teacher/Intern: _____ Spring Fall Yr _____

License: _____ Endorsement: _____

(Examples: Special Education + Endorsement: Learning Disabilities/Emotional Disabilities, Severe Disabilities, Early Childhood, or ESL)

Site (1) _____

School Division: _____

Site (2) _____

Cooperating Teacher or

Clinical Faculty (1) _____

Grade/Subject(s) _____

Taught by Student Teacher/Intern

Cooperating Teacher or

Clinical Faculty (2) _____

Grade/Subject(s) _____

Taught by Student Teacher/Intern

University Supervisor _____

Regular Faculty

Adjunct Faculty

Graduate Assistant

Totals from Log Sheets

Summary of Hours Spent in:

	Page #1	Page #2	Page #3	Page #4	Page #5	Page #6	Grand Total
Conference:							
Teaching:							
Preparation:							
Observation:							
Totals from Log Sheets:							

Final Grade _____

Grading Scale: S (Satisfactory), NC (No Credit), IP (In Progress)

Summary Observation Report

Student Teacher/Intern _____ Observation Date _____

Observer _____ School _____
_____ Clinical Faculty/Cooperating Teacher or _____ University Supervisor

Activities Observed _____ Grade/Subject(s) _____

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Student Teacher/Intern's Signature _____ Date _____

Other Supervisor's Signature _____ Date _____

Progress Report on Intern

(To be completed bi-weekly)

Intern _____ Reporting Period _____ to _____

Cooperating Teacher _____

NOTE: The intern completes #1, the cooperating teacher completes #2, and the cooperating teacher develops #3. A copy is provided for the university supervisor.

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

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

(CT) 3. What goals/objectives/activities do you plan for the intern for the next two weeks?

Teacher's Signature Date

Intern's Signature Date

THE INTERNSHIP PORTFOLIO

Introduction

The Internship Portfolio is a collection of materials and reflections, which provide a record of the intern's teaching experiences and growth. The portfolio synthesizes learning from the intern's coursework and school-based experiences. Its purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. Quality teaching is not only a performance-based profession; it is an on-going learning process. A significant part of this process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these areas. As both a formative and summative document, the Internship Portfolio encourages the continuous learning process, helps the intern move toward the goal of on-going reflective teaching, and demonstrates readiness to move into his/her own classroom (Hammadou, 1998, 1996).

The Internship Portfolio is a requirement for the successful completion of the internship/ student teaching but is only one of several factors considered in determining the grade. A presentation and review of the portfolio will take place in a conference scheduled at the conclusion of each semester. The evaluation of the portfolio and its presentation will be integrated with the overall evaluation of the internship. Items from the Internship Portfolio may be included in a portfolio to be used during a job search, although that is not its primary purpose.

The following guidelines will be helpful to student interns preparing the portfolio:

- The portfolio is an evolving document and should be continually in a state of development.
- The portfolio should be comprised of pieces that the intern has selected because they are significant examples of growth. Faculty and teachers may suggest entries.
- The appearance of the portfolio should not overshadow its contents; however, an organized and well-compiled document demonstrates careful thought and preparation.
- Each section of the portfolio will include a reflective statement in which the intern examines the sample(s) included and analyzes their significance.
- Reflections do not merely provide a description of the material included, but should tell *why* a particular item or strategy was chosen, *what* the student learned through an experience or *what* he/she would do differently/similarly the next time, and *how* the student might use this information in the future to improve his/her professional practice.

Portfolio Contents and Format

The Internship Portfolio, as an evolving, formative document, should be organized in a loose-leaf binder or accordion file, which allows for good organization, easy access to materials, and frequent updating.

I. Title Page

Table of Contents

- #### **II. Philosophy of Education Statement** - provides information about the intern's educational beliefs and evolving philosophy of education. The essay should address the intern's perceptions of him/ herself as a developing teacher and state the intern's philosophy of education.

III. Professional Documentation - provides background information about you

Required Information:

- Résumé
- Reflective Statement - Have your educational philosophy and goals changed as a result of your student teaching experience? How? What types of professional development do you now see as important? What are your goals as a professional educator?
- Documentation from student teaching internship
- Observation Reports (1-2)
- Bi-Weekly Progress Reports (1-2)
- Selected entries from Reflective Journal (1-2)

Optional Items:

- Transcripts and test scores
- Honors & awards
- Evidence of attendance at professional meetings/conferences
- Case study
- Referral report prepared by intern
- Video tape and self-observation report of a lesson plan, or a portion thereof

IV. Classroom Environment - captures how the intern created a rich classroom environment which is supportive of working with students who have varied learning styles and needs

Required Items:

- Reflective Statement
- Description of classroom

Optional Items:

- Diagram of room arrangement
- Photographs of bulletin boards

V. Planning, Preparation, and Instruction - provides information about the actual classroom instruction, lesson preparation, and class-time management

Required Items:

- Reflective Statement
- Instructional Unit Plan (1 - 2)
- Lesson Plans - selected as examples of most growth or best work (2 - 5)
- Examples of work done by students (with appropriate permission)
- Planned Assessment for Unit/Daily Lesson Plans
- Instructional materials developed by the intern
- Evidence of adaptations or accommodation for various learning styles, abilities, instructional levels, interests, and needs of students taught

Optional Items:

- Photographs of classroom activities, audio/video tape of class activity (w/ permission)

VI. Family and Community Involvement - provides information about communication or collaboration with parents and/or other professionals within the school and in the community.

Required Items:

- Reflective Statement
- Evidence of communication with parents/families

Optional Items:

- Evidence of extra-curricular activities, team meetings, parent meetings
- Evidence of community collaboration with the classroom/school

VII. Technology in the Classroom

Required items:

- Reflective Statement
- Examples of use of different types of technology in the classroom

Optional Items:

- Student products - with appropriate permission
- Internet sites or software used/reviewed

VIII. Classroom Management Strategies

Required Items:

- Reflective Statement
- Successful (and unsuccessful) strategies you have used in the classroom

Optional Items:

- Discussion of how classroom management relates to your personal Philosophy of Education

IX. Assessment Strategies

Required Items:

- Reflective Statement
- Examples of assessment strategies you have used in the classroom

Optional Items:

- List of other strategies you would use in the future

Role of the University Supervisor

The University Supervisor will guide the intern in the development and completion of the Professional Development Portfolio, providing encouragement and feedback (Paulson & Paulson, Wade & Yarbrough). Toward the end of each semester, the University Supervisor will organize and schedule a conference for presentation of the portfolio by the intern.

Both the mid-year and final presentation should take on the tone of a culminating conference in which the intern speaks about his/her growth as a teacher, using the portfolio contents as evidence. The University Supervisor will facilitate the presentation, which will include the Clinical Faculty/Cooperating Teacher, and possibly another person (such as the site coordinator or principal) who has been directly involved with the internship. The University Supervisor will evaluate the portfolio and presentation with input from the Clinical Faculty/Cooperating Teacher at the end of each semester. The portfolio will serve as one of several sources for evaluation of the internship.

Following is a list of questions for the intern, which should be covered during the portfolio presentation:

1. What is your vision of teaching, and what does your portfolio reveal about this vision?
2. What kind of teaching style do you have, and how does this style emerge in your portfolio?
3. How do you think about students, and is this evident in your portfolio?
4. How were you most effective in increasing students' achievement?

During each semester, there should be at least one opportunity for sharing the portfolios in progress with peers. This should be accomplished in small groups, as arranged by the University Supervisor.

Schedule for Portfolio Development

August or January

- Student clarifies purpose and format of portfolio and reviews examples from prior years
- Student begins preparation of resume

October or March

- Student completes resume and writes draft of philosophy statement
- Student begins to plan and gather entries that represent the semester's experiences
- Student shares progress on portfolio with peers, Clinical Faculty/Cooperating Teacher and University Supervisor

December or May

- Student completes selection of entries, updates resume and essay
- Student presents portfolio to University Supervisor, Clinical Faculty/Cooperating Teacher and other site-based professional(s)
- University Supervisor evaluates portfolio with input from Clinical Faculty/Cooperating Teacher

Bibliography

Barton, J. & Collins, A. (1993). Portfolios in Teacher Education. *Journal of Teacher Education*, 44: 200-293.

Hammadou, J. (1998). A Blueprint for Teacher Portfolios: Concerns That Need to Be Addressed When Embarking on Teacher Assessment via Portfolios. In Jane Harper, M. Lively, & M. Williams, eds. *The Coming of Age of the Profession*. Boston: Heinle & Heinle, 291-308.

---. (1996). Portfolio Design and the Decision Making Process in Teacher Education. In Z. Moore, ed. *Foreign Language Teacher Education: Multiple Perspectives*. Lanham, MD: Univ. Press of America, 123-151.

Loughran, J. & Corrigan, D. (1995). Teaching Portfolios: A Strategy for Developing Learning and Teaching in Preservice Education. *Teaching and Teacher Education* 11 (6), 565-577.

Paulson, L. & Paulson, P. (1990). How do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios. Paper presented at the annual meeting of the Northwest Evaluation Association, Union, WA (ERIC Document Reproduction Service No. ED 324 329).

Wade, R. & Yarbrough, D. (1996). Portfolios: A Tool for Reflective Thinking in Teacher Education? *Teaching and Teacher Education* 12(1), 63-79.

PORTFOLIO EVALUATION

Student: _____ Date: _____

University Supervisor: _____

Directions: Please evaluate each of the areas below using the following rating scale:

5 = Excellent 4 = Good 3 = Satisfactory 2 = Marginal 1 = Unsatisfactory

_____ **Philosophy of Education:** Contains personal statement of philosophy of education; reflects evolution in beliefs about teaching/learning process; includes statement of professional goals.

_____ **Résumé:** Quality of copy; acceptable format; relevant professional experiences included.

_____ **Professionalism and Professional Development:** Summary Observation Reports, Progress Reports, and Journal entries demonstrate growth and careful choice; includes statement of professional goals and plans for continuing development

_____ **Classroom Environment:** Presents an environment supportive of working with learners of many styles and needs; careful thought evident; procedures carefully thought through

_____ **Planning, Preparation, Instruction:** Integration evident through choices of unit and daily goals and objectives; planning includes assessment measures; examples include work done by the students and instructional materials developed by the intern; evidence provided for adaptations or accommodation for various learning styles and needs; plans reflect the intern's philosophy

_____ **Family and Community Involvement:** Information provided about communication/ collaboration with parents and/or other professionals in the school and community; includes evidence of communication with parents/families

_____ **Technology in the Classroom:** Provides examples/evidence of use of technology in the classroom

_____ **Classroom Management Strategies:** Provides a thorough list of classroom management strategies that support the intern's Philosophy of Education statement

_____ **Assessment Strategies:** Provides several examples of assessment strategies used; strategies support the intern's Philosophy of Education statement

_____ **Reflective Statements:** Demonstrate careful thought and reflection; provide evidence of intern's ability to work toward goal of continuous reflective teaching; provide evidence of intern's awareness of strengths and growth during the teaching internship

_____ **Overall Organization and Appearance of Portfolio**

_____ **Presentation by Intern**

_____ **OVERALL EVALUATION OF THE PROFESSIONAL DEVELOPMENT PORTFOLIO**

(Use the back of this page for additional comments.)

George Mason University
Graduate School of Education
Student Teacher's/Intern's Evaluation of
Cooperating Teacher/Clinical Faculty

Complete a separate form for each teacher, and return to the Office of Student and Faculty Services, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

Cooperating Teacher/Clinical Faculty (circle one): _____
(Name)

Student Teacher/Intern: _____ Spring Fall Yr _____
(optional)

Please indicate your agreement with each of the following statements:
 (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

- | My cooperating teacher/clinical faculty member: | (Circle One) |
|---|--------------|
| 1. Was an effective model of methods/theories learned in my coursework. | SA A D SD NA |
| 2. Provided me with support and assistance as needed. | SA A D SD NA |
| 3. Provided continuous feedback on any strengths and needs. | SA A D SD NA |
| 4. Provided progress reports and observation summaries on schedule. | SA A D SD NA |
| 5. Demonstrated good interpersonal relations. | SA A D SD NA |
| 6. Was fair in evaluating my performance. | SA A D SD NA |

Please check your overall rating of the cooperating teacher's/clinical faculty member's work with you this semester.
Outstanding Satisfactory Unsatisfactory

Evaluation of Program and Support Services

- | | |
|---|--------------|
| 1. The orientation session at the beginning of the semester was helpful. | SA A D SD NA |
| 2. The workshop on employment procedures was helpful. | SA A D SD NA |
| 3. The workshop on credential files and application for certification was helpful. | SA A D SD NA |
| 4. The teacher education program has prepared me well for my responsibilities as a beginning teacher. | SA A D SD NA |

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your student teaching/internship experience and your preparation for it. Thanks for your cooperation.

George Mason University
Graduate School of Education
Student Teacher's/Intern's Evaluation of
University Supervisor

Return the completed form to the Office of Student and Faculty Services, Robinson A307. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor: _____
(Name)

Student Teacher/Intern: _____ Spring Fall Yr _____
(optional)

Please indicate your agreement with each of the following statements:
 (SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My university supervisor: (Circle One)

- | | |
|--|--------------|
| 1. Maintained effective communication with me. | SA A D SD NA |
| 2. Was available to me when needed. | SA A D SD NA |
| 3. Kept appointments/rescheduled appropriately. | SA A D SD NA |
| 4. Demonstrated knowledge of the student teaching program. | SA A D SD NA |
| 5. Demonstrated knowledge of the realities of teaching situations such as mine. | SA A D SD NA |
| 6. Provided me with accurate feedback and useful recommendations during conferences. | SA A D SD NA |
| 7. Provided me with accurate feedback and useful recommendations in written reports. | SA A D SD NA |
| 8. Developed effective communications with the cooperating teacher/clinical faculty. | SA A D SD NA |
| 9. Demonstrated sound practices of interpersonal relations in interactions with me. | SA A D SD NA |

Finally, please give an overall rating of the university supervisor's work with you.

Outstanding
 Satisfactory
 Unsatisfactory

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your student teaching/internship experience. Thanks for your cooperation.

George Mason University
Graduate School of Education
Cooperating Teacher/Clinical Faculty Evaluation of
University Supervisor

Return the completed form to the Office of Student and Faculty Services, Robinson A307. University supervisors will have access to the information after the end of the grade appeals period.

University Supervisor: _____

Cooperating Teacher/Clinical Faculty: _____

(Circle One)

Student Teacher/Intern: _____

Spring Fall Yr _____ School: _____

Please indicate the level of your agreement with each of the following statements:

(SA=Strongly Agree; N=Neutral; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

My university supervisor: _____ (Circle One)

- | | |
|--|----------------|
| 1. Maintained effective communications with me throughout the student teaching term. | SA A N D SD NA |
| 2. Was available to me when needed. | SA A N D SD NA |
| 3. Kept appointments or re-scheduled appropriately. | SA A N D SD NA |
| 4. Demonstrated knowledge of the student teaching program. | SA A N D SD NA |
| 5. Demonstrated sound practices of interpersonal relations in interactions with me. | SA A N D SD NA |
| 6. To the best of my knowledge, dealt fairly with the student teacher/intern. | SA A N D SD NA |

Please give an overall rating of the university supervisor's work with you during this student teaching term.

Outstanding Satisfactory Unsatisfactory

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thanks for your cooperation.

George Mason University
Graduate School of Education
University Supervisor's
Evaluation of
Cooperating Teacher/Clinical Faculty

Complete a separate form for each teacher, and return to the Office of Student and Faculty Services, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

Cooperating Teacher/Clinical Faculty: _____

(Circle One)

Student Teacher/Intern: _____ Spring Fall Yr _____

University Supervisor: _____

Please indicate your agreement with each of the following statements:

(SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Not Applicable)

The cooperating teacher/clinical faculty member: (Circle One)

- | | |
|--|--------------|
| 1. Was an effective model of methods/theories taught in coursework. | SA A D SD NA |
| 2. Provided the student teacher with support and assistance as needed. | SA A D SD NA |
| 3. Provided continuous feedback on the student teacher's strengths and needs. | SA A D SD NA |
| 4. Provided progress reports and observation summaries on schedule.
(For clinical faculty only) | SA A D SD NA |
| 5. Demonstrated good interpersonal relations. | SA A D SD NA |

Please check your overall rating of the cooperating teacher's/clinical faculty member's work with your student teacher this semester.

Outstanding Satisfactory Unsatisfactory

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thanks for your cooperation.
