GEORGE MASON UNIVERSITY

Vocal and Instrumental Music

STUDENT TEACHING MANUAL

2012-2013
INTRODUCTION
The programs in the College of Education and Human Development (CEHD) at George Mason University (Mason) are aligned with learned societies, and our faculty members are committed to CEHD 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.

Student teaching or internship, the final course and culminating experience in Mason’s state approved teacher education programs, provides opportunities for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called cooperating teachers. The other member of the support team for a student teacher intern is the university supervisor, who may be regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area.

The purpose of this Student Teaching Manual is to provide guidance for the team of student teacher, cooperating teacher, and university supervisor.

ELIGIBILITY FOR STUDENT TEACHING
Eligibility for student teaching requires good academic standing; satisfactory completion of all other coursework in the licensure program and submission of passing scores on the Virginia Communications and Literacy Assessment (VCLA). Students must take and pass the Praxis II during the student teaching experience.

STUDENT TEACHING PLACEMENTS
Requests for placements are processed by the Clinical Practice Specialist (CPS) based on students’ applications. All school divisions require submission of transcripts and documentation of testing for TB. Assignments of university supervisors are made immediately before the semester begins.

Changes in student teaching placements and university supervisor assignments are made rarely and only for serious reasons. Such changes must be coordinated through the FRSS, which also must be informed of changes in cooperating teacher assignments and in student teachers’ names, addresses, and phone numbers.

LENGTH OF STUDENT TEACHING/INTERNSHIP
Mason requires 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to complete the full semester of internship.

FORMAT FOR STUDENT TEACHING
Student teachers spend half of the student teaching period at one grade level, and then switch to another grade level (and often to another school). The student teacher begins by observing and co-teaching, and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share
responsibility for specific periods or subjects. However, student teachers should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

**Summary of Schedules for Student Teaching**

<table>
<thead>
<tr>
<th></th>
<th>Student Teacher (ST)</th>
<th>Cooperating Teacher (CT)</th>
<th>University Supervisor (US)</th>
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</thead>
<tbody>
<tr>
<td>Prior to First week</td>
<td>Visit school. Meet principal. Attend required orientation to meet US, review requirements, receive material for CT.</td>
<td>Conduct school-based orientation. Review student teaching plan with ST &amp; US. Teams plan and teach (co-teaching). Begin observations and progress reports (CF/CT).</td>
<td>Attend required Mason orientation to receive manual and assignments, meet students and communicate expectations.</td>
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<tr>
<td>Weeks 1-4 and 8-11</td>
<td>Orientation to school and/or class(es). Observe and assist. Co-plan/co-teach beginning with 1-2 sections or specific lessons. Prepare notebook for lesson plans and observation/progress reports.</td>
<td>Gradually assume full responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc. Confer daily with CT and with US as needed. Attend workshop/seminars at Mason. Complete a video and summary report. Participate in interim evaluation. Gather materials for portfolio.</td>
<td>Conduct at least 4 observations with written reports and feedback conferences. Review reports from CT. Confer before, during, and after visits. Provide assistance as requested or needed. Conduct interim evaluation with CT.</td>
</tr>
<tr>
<td>Weeks 4-7 and 11-14</td>
<td>Gradually withdraw from teaching and presence in class(es). CT: Complete biweekly progress reports. Arrange for videotaping. Confer daily with ST, and with US as needed. Conduct interim evaluation with US.</td>
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<tr>
<td></td>
<td>Resume responsibility for class(es). Arrange for ST to observe or assist in other classes and resource programs. Participate in portfolio presentation. Complete evaluation (including grading) with US.</td>
<td>Evaluate portfolio. Facilitate interim/final evaluation conference(s) with ST and CTs. At end of student teaching, submit all documentation to the Clinical Practice Office.</td>
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<tr>
<td>Weeks 7-8 and 14-15</td>
<td>Withdraw from independent teaching responsibilities. Observe or assist in other classes and resource programs. Complete log. Complete and present portfolio. Participate in evaluation process.</td>
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**RESPONSIBILITIES OF THE TEAM**

Student teaching is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the university supervisor and the cooperating teacher or clinical faculty work as a team to provide support and guidance to the student teacher.

**The Student Teacher**

Student teaching/internship should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn and so much at stake. Flexibility in adapting to differences in school cultures, teaching styles, supervisors’ philosophies, and students’ needs will reduce anxiety and increase growth.

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Become a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your mistakes.
• Ask for assistance, advice, feedback, coaching and criticism - and act on it as appropriate.
• Plan in great detail. Planning is one area where you cannot emulate an experienced teacher.
• Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
• Be responsible for initiation of progress reports, completion of logs, and collection of all documentation.
• Arrange for videotaping of at least one lesson in each placement, and analyze your performance using the Summary Observation Report form.
• Prepare and present a Professional Development Portfolio (Appendix I) which documents your development as a reflective and capable teacher.
• Complete the evaluations of the university supervisor and cooperating teacher/clinical faculty (App. J)

The Cooperating Teacher

The cooperating teacher serves as role model, instructor, and coach for the student teacher. The classroom teacher’s primary responsibility is for his or her students’ welfare and learning. Therefore, supervising a student teacher requires careful planning of the transition to independent teaching and good judgment about the student teacher’s readiness.

• Treat the student teacher as a colleague in order to increase students’ and parents’ acceptance.
• Co-plan and co-teach during the first month of working together.
• Talk regularly, especially about why you make instructional decisions.
• Build confidence by having the student teacher gradually assume responsibility for instruction.
• Oversee the student teacher’s planning, and monitor the assessment of your students’ learning.
• Withdraw gradually from your classroom during the independent teaching period, shifting authority and responsibility to the student teacher.
• Assist with videotaping of the student teacher’s/intern’s performance.
• When giving feedback, encourage reflection and self-analysis.
• Be open and honest about areas needing improvement, and provide assistance as feasible.
• Discuss any concerns or problems with the university supervisor.
• Introduce the student teacher to the full range of teachers’ duties and resources. (Appendix B)
• By word and action, communicate your love of teaching and commitment.
• Complete biweekly progress reports for the student teacher and university supervisor.
• Give advice and support during the student’s portfolio development.
• Provide the candidate with a recommendation for employment, if warranted.
• Complete an evaluation profile and reach consensus with the university supervisor on the grade(s).
• Complete the evaluation of the university supervisor (Appendix J).

University Supervisor

The university supervisor serves as a link between the school and the university, providing support and guidance to both student teacher and cooperating teacher. The university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student teachers.

• Be accessible to student teachers and school staff through regular visitations, phone, and email.
• Encourage open communication within the team and a collaborative approach to supporting the student.
• Provide guidance on policies and procedures for student teaching. Check to ensure that they are followed.
• Conduct at least four formal observations, with pre- and post-conferences and written report, for each student teacher. Observations should be of different classes or subject areas.
• Promote reflective practice through interactive clinical supervision, reviewing student teacher’s journals, and encouraging self-reflection.
• Keep the Director of Field Relations informed of major problems or of changes in the student teaching placement.
Facilitate the record keeping and documentation necessary for licensure and administration of the program.

Coordinate evaluation and grading of the student’s performance, including the development and presentation of the Portfolio.

Provide the candidate with a recommendation for employment, if warranted.

Complete the evaluations of the cooperating teacher (Appendix J).

DOCUMENTATION

The Student Teaching Manual contains all forms, which must be submitted to the FRSS at the end of the student teaching experience. **These forms should be copied as needed.** Folders containing the Student Teaching Manual and other information for university supervisors and cooperating teachers are distributed at the scheduled Student Teacher Orientation. Students deliver the folders to their cooperating teachers. These folders should be used to collect and submit documentation to the FRSS through the university supervisor. Students should be provided copies of all documents.

**Student teachers** must provide **daily lesson plans** for review by the cooperating teacher and for the university supervisor prior to teaching. The student teacher will not be allowed to teach without approved lesson plans. The format may be mutually determined, but should include the elements shown in Appendices C (1-3). **Lesson plans and all other documentation should be kept in a notebook** for review by the university supervisor during observation visits. This notebook becomes a valuable record of progress and a source of materials, which may be used in the Professional Portfolio for evidence of professional growth or a job search.

Students complete Part I of the **Progress Report** (Appendix D) once every two weeks, give it to the cooperating teacher for completion of Parts 2 and 3, and submit it to the university supervisor.

Students also keep a **daily log** of hours. The log (Appendix E) and summary (Appendix F) are kept in the notebook and submitted to the university supervisor upon completion of student teaching. Student teachers also make journal entries, which are kept in the notebook for review by the university supervisor and cooperating teacher.

**Cooperating teachers** complete parts 2 and 3 of the **Progress Report** (Appendix D) once every two weeks. At the end of the placement, the cooperating teachers complete the interim or final **Profile for Evaluation** (Appendix H) and reach consensus with the university supervisor about the assignment of a grade and verify the hours reported (Appendix F).

**University supervisors** provide their students with a **Summary Observation Report** for each classroom observation (using the format in Appendix G), which is shared with the cooperating teacher. Student teachers who are placed with cooperating teachers should be observed approximately weekly after they begin to teach independently.

The university supervisor completes an interim and final **Profile for Evaluation of Student Teacher** (Appendix H) and reaches consensus on the grade with the cooperating teacher/clinical faculty member. Signatures are necessary to verify such consensus and that the form has been reviewed by the student and the principal (or designee).

The university supervisor collects **all signed documentation**, leaving copies for the student, and submits it to the FRSS in the student folders with the Summary of Hours and Final Grade Form (Appendix F). This form contains information needed to process the student’s application for licensure.

Students who are guest matriculants from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and cooperating teachers.
Travel vouchers for university supervisors also are submitted to the FRSS. Instructions and forms are provided at the beginning of each semester.

GRADING POLICY

The College of Education and Human Development has approved the following grading policy.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with CEHD policy for student teaching.

2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Field Relations will determine the grade based on a review of the documentation and, in some cases, observation of the student teacher’s performance. A student teacher who receives a grade of D or F will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. A student teacher 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 A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.

3. In some cases, a grade of No Credit or D-F may be accompanied by a recommendation that the student not be allowed to repeat student teaching. In such cases, the student will not be recommended for licensure.

PROFESSIONAL DEVELOPMENT PORTFOLIO

The Professional Development Portfolio is a collection of artifacts, which provides a record of the student’s teaching experiences, reflections, and growth. This compilation of material synthesizes the student’s coursework and experiences and provides a summary of development from the perspective of the intern. Its purpose is to encourage the student to become actively involved in monitoring and reflecting on his/her development as a teacher. The Portfolio serves as a record of the student’s growth and experience and demonstrates the student’s application of knowledge and skills.

The Portfolio is a requirement for the successful completion of student teaching, and it is one of several sources used in determining the grade. The development of a portfolio is a demonstration of commitment to professional growth. Guidelines for portfolio development are in Appendix I.

SPECIAL ASSISTANCE FOR STUDENT TEACHERS

Occasionally student teachers need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, university supervisor, and cooperating teacher, and principal develop an individualized plan collaboratively. The Director of Field Relations must approve the plan.

Some of the ways to provide special support for a student teacher are:

- Arranging for observation of another student or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the school on rare occasions to provide a better match of student and cooperating teacher.
- Changing a placement to another school on rare occasions 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 student to the Mason Counseling Center for personal or therapeutic support.
• Sending the student to the Mason Financial Planning and Assistance Office for advice on financial aid.
• Sending the student to the Mason Student Health Center or other source of medical assistance.
• Facilitating conferences with the student’s academic advisor and/or course instructors.
• Advising the student that it is their best interest to repeat all or part of an internship in the following year.

OTHER STUDENT TEACHING REGULATIONS

Attendance. Students maintain the same schedule as cooperating teachers, with the contract day as the minimum but not the norm. They follow the school calendar, not the university calendar, until the end of the Mason semester.

Absences. Students follow school division policy regarding notification of absences for illness or other emergencies. The cooperating teacher and principal must approve all other absences in advance. The university supervisor must be notified of all absences. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

Substituting. Student teachers are not allowed to act as substitute teachers.

Professional and Legal Responsibilities. Student teachers are expected to meet professional standards in every respect, including personal appearance and behavior. Other commitments are no excuse for failing to fulfill all duties and responsibilities of the internship.

Students are legally responsible for exercising “reasonable care” for students’ welfare and for 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 through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records. School division and Mason policies regarding student records will be followed. A student teacher’s evaluations may be shared with the cooperating teacher, university supervisor, and responsible administrators until the university supervisor submits the student’s cumulative folder to the FRSS. After that time, access will be in accordance with the Privacy Act. No materials will be released for employment purposes other than for verification of meeting licensure standards.

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 F) will be the only available record. Therefore, students should keep their own copies of evaluations, logs, summaries, and other records of student teaching/internship.

REGULATIONS FOR LICENSURE IN VIRGINIA

Requirements for teacher licensure are stated in terms of competencies, including content knowledge, for supporting students in achieving state standards for disciplinary learning by grade level and competencies in the use of technology as a tool for communication and learning.
APPENDICES

Included in these appendices are forms which provide assistance in planning and monitoring the student teachers’/interns’ experiences. These forms should be copied as needed.

The following forms must be submitted to the FRSS, via the university supervisor, at the end of the student teaching/internship period.

- 1 Summary of Hours and Final Grade (Appendix F)
- 1 Log of Hours (Appendix E)
- 2 Profile for Evaluation of Student Teacher’s Performance (Appendix H) completed by university supervisor and clinical faculty/cooperating teacher for each placement
- 5-6 Summary Observation Reports (Appendix G) completed by university supervisor
- 3-7 Biweekly Progress Reports (Appendix D) completed by student teacher and cooperating teacher
- 1 Portfolio Evaluation (Appendix I)

All of these forms will be retained for one year. The Summary Form (Appendix F) will be retained indefinitely as the official record.

Each program completer’s Mason transcript will contain documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.
# WORKSHEET FOR CLASSROOM OBSERVATIONS

Subject/Grade_______________________  Date_____________________

Student Teacher’s Name

<table>
<thead>
<tr>
<th>Lesson’s Objective</th>
<th>Strategies and Techniques Observed</th>
<th>Questions/Insights</th>
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LESSON PLAN ELEMENTS

Objectives are

- related to long term goals
- specific and measurable (or observable)
- stated in terms of student outcomes
- based on students’ needs

Materials are

- appropriate for the objective
- appropriate for students developmental level
- varied to accommodate interests and learning styles
- multicultural, where feasible

Procedures include

- clear statement of purpose and expectations
- development of readiness or motivation
- relating the activities to prior knowledge and interests
- use of appropriate strategies
- adaptations for individual differences
- providing opportunities for application of knowledge and practice of skills
- efficient use of class time
- summary or other closure

Evaluation includes

- checking for understanding during the lesson
- strategies for assessment of longer term learning
- assessment of how and why the lesson succeeded or failed

The lesson plan need not be a narrative, but should be sufficiently detailed to

- cause the teacher to think the lesson through
- enable the teacher to reorient or redirect during the lesson
- allow a substitute to teach the lesson with a minimum of preparation

The lesson plan should cover a logical subdivision of the unit being taught, so it may cover more than one day.
PROGRESS REPORT
(To be completed biweekly)

Student Teacher/Intern: ____________________________ Period __________ to __________

Cooperating Teacher/Clinical Faculty: ____________________________

The student completes #1; the teacher completes #2 and #3; a copy is provided for the university supervisor.

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

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

3. What recommendations or instructions do you have for the next two weeks?

Teacher’s Signature ____________________________ Date __________

Student Teacher’s Signature ____________________________ Date __________
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 supervised classroom experience, of which 150 hours must be in direct teaching activities at the level of endorsement. The George Mason University state-approved program requires more than the state's minimum requirements. Students are encouraged to record times daily, which will improve accuracy. A separate log should be kept for clinical faculty/cooperating teachers and verified by them before being submitted to the university supervisor.

Co-teaching includes shared responsibility for planning, instruction, assessment, and supervision. Co-teaching may involve team teaching an entire class, or working with individuals or small groups.

Independent teaching includes full responsibility for supervising and teaching an entire class according to plans developed by the student teacher/intern and approved by the cooperating teacher/clinical faculty member.

Other activities include observation, administrative meetings, parent conferences, staff development, bus duty, etc.

Hours of school-based activity are the total of the first three columns, reflecting the time spent at the school each day.

Use the Comment column to make brief notes about unusual circumstances such as “state testing” or “field trips.”

Hours are to be totaled by the student teacher and each page of the log verified by the cooperating teacher and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) cooperating teacher. During the last visit, the student teacher submits the Summary of Hours (Appendix F) to the university supervisor.
LOG OF HOURS

(Before filling in this form, make sufficient copies for the student teaching/internship period)

Student Teacher: ________________________________  Log Sheet #: ____________

Verified by Cooperating Teacher: ________________________________  (Signature)

Reviewed by University Supervisor: ________________________________  (Signature)

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours of Co-Teaching</th>
<th>Hours of Independent Teaching</th>
<th>Hours of Other Activities</th>
<th>Hours of School-Based Activities</th>
<th>Comment(s)</th>
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Total Hours: ________________________________
SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE

Student Teacher: ________________________________  □ Spring □ Fall Yr ______
License: ________________________________  Endorsement: ________________________________

Site (1) ________________________________  School Division: ________________________________
Site (2) ________________________________

☐ Cooperating Teacher (1) Grade/Subject(s) ________________________________ Taught by Student Teacher
☐ Cooperating Teacher (2) Grade/Subject(s) ________________________________ Taught by Student Teacher

University Supervisor ________________________________

Totals from Log Sheets

<table>
<thead>
<tr>
<th>Summary of Hours Spent in:</th>
<th>Page #1</th>
<th>Page #2</th>
<th>Page #3</th>
<th>Page #4</th>
<th>Page #5</th>
<th>Page #6</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td>Co-Teaching:</td>
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<td>Independent Teaching:</td>
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<td>Other Activities:</td>
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<tr>
<td>School-Based Activities:</td>
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Final Grade ________
SUMMARY OBSERVATION REPORT

Date __________________________

Student Teacher: ____________________________ School: ____________________________

Observer: ____________________________ ☐ University Supervisor

Activities Observed: ____________________________ Level: ____________________________

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Supervisor’s Signature ____________________________ Date ____________________________ Student Teacher’s Signature ____________________________ Date ____________________________
PROFILE FOR EVALUATION OF
STUDENT TEACHERS

Student Teacher: ___________________ School: ____________ Subject(s)/Level(s): ________

Evaluator: _________________________ □ Univ. Sup. □ Coop Tchr. or □ Intern □ Spring □ Fall Yr____

Recommended Mid-Semester/Interim Grade: ____________ or End-of-Semester/Final Grade: ____________

Use this list of standards and rating scale for self-assessment and assessment of the student’s performance by the 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 interim evaluation, performance should be assessed according to expectations for a student teacher and for the final evaluation, 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, is 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 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
Undergraduate Grading Scale: A=Excellent; B=Good; C=Satisfactory; D=Marginal; F=Unsatisfactory; IP=In Progress

**PLANNING AND PREPARATION**

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.)
INSTRUCTION AND ASSESSMENT

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

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.)
<table>
<thead>
<tr>
<th>PROFESSIONAL AND PERSONAL DEVELOPMENT</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Possesses the basic skills and knowledge needed to guide students’ learning.</td>
<td>_____</td>
</tr>
<tr>
<td>2. Demonstrates effort to continue learning both content and pedagogy.</td>
<td>_____</td>
</tr>
<tr>
<td>3. Reflects on his/her professional practice, including personal teaching and learning style.</td>
<td>_____</td>
</tr>
<tr>
<td>4. Welcomes assistance for improvement and problem solving.</td>
<td>_____</td>
</tr>
<tr>
<td>5. Can develop and explain professional judgments using research-based theory and experience.</td>
<td>_____</td>
</tr>
<tr>
<td>6. Engages in productive relationships with professional colleagues and support staff.</td>
<td>_____</td>
</tr>
<tr>
<td>7. Demonstrates stamina, flexibility, and a positive attitude.</td>
<td>_____</td>
</tr>
<tr>
<td>8. Is responsible, dependable, and observant of school policies and procedures.</td>
<td>_____</td>
</tr>
<tr>
<td>9. Projects a professional image in terms of demeanor and appearance.</td>
<td>_____</td>
</tr>
<tr>
<td>10. Demonstrates effective oral communication skills.</td>
<td>_____</td>
</tr>
<tr>
<td>11. Demonstrates effective written communication skills.</td>
<td>_____</td>
</tr>
</tbody>
</table>

Comments: (Use reverse side if needed.)

Provide additional comments or explanations on the reverse side of this form or an attachment. All parties should discuss ratings and comments and the final evaluation profile reviewed by the principal or designee.

Cooperating Teacher __________ Date __________

University Supervisor __________ Date __________

(The signatures below indicate review of this evaluation profile rather than agreement.)

Student Teacher __________ 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 College of Education and Human Development except through the grade on a transcript or in employment recommendations requested by the student.
THE PROFESSIONAL DEVELOPMENT PORTFOLIO

Introduction

The Professional Development Portfolio is a collection of materials and reflections, which provide a record of the student teacher’s teaching experiences and growth. The portfolio synthesizes learning from the student teachers’ 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 Professional Development 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 Professional Development Portfolio is a requirement for the successful completion of the 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.

The following guidelines will be helpful to student teachers 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 student teacher 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 student teacher 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 Professional Development 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 student teacher’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 student teacher 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. **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
VII. 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

VIII. 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 student teacher 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 student teacher.

Both the mid-year and final presentation should take on the tone of a culminating conference in which the student teacher 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 cooperating teacher, and possibly another person (such as the site coordinator or principal) who has been directly involved with the student teaching experience. The university supervisor will evaluate the portfolio and presentation with input from the cooperating teacher at the end of each semester. The portfolio will serve as one of several sources for evaluation of the student teaching experience.

Following is a list of questions for the student teacher, 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.
Appendix I-1 (cont’d.)

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, cooperating teacher and university supervisor

December or May
- Student completes selection of entries, updates resume and essay
- Student presents portfolio to university supervisor, cooperating teacher and other site-based professional(s)
- University supervisor evaluates portfolio with input from cooperating teacher

Bibliography


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 student teacher’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 student teacher’s awareness of strengths and growth during the student teaching experience

_____ Overall Organization and Appearance of Portfolio

_____ Presentation by Student Teacher

_____ OVERALL EVALUATION OF THE PROFESSIONAL DEVELOPMENT PORTFOLIO
Internship Evaluation (To be completed by Cooperating Teacher)

Intern’s Name: ________________________________ Program/Content Area: ___________
University Supervisor: ______________________________
Cooperating Teacher: __________________________________________________________
Internship Semester/Term: Fall ___ Spring ___ Summer____ 20_____

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Maintained effective communication with me</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Was available electronically or in person, and kept appointments/</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>rescheduled appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Demonstrated knowledge of the internship process</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Demonstrated sound practices of interpersonal relations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5) Developed effective communication and mentoring with the intern</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6) To the best of my knowledge, dealt fairly with the intern</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>7) <strong>Overall rating of university supervisor</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship Process/Intern Preparedness</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Internship handbook was clear and concise in expectations/requirements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Intern showed high level of preparedness for internship</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3) Expectations for the internship process were clearly communicated</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Resources and materials provided during internship were helpful and</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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<tr>
<td>meaningful</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5) I would recommend my colleagues participate as Cooperating Teachers for Mason</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>interns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments about University Supervisor:

Comments about Intern’s Level of Preparedness:

Comments about Internship Process:
### College of Education and Human Development, GMU
#### Final Internship Evaluation (To be completed by the Intern)

<table>
<thead>
<tr>
<th>Intern’s Name: ____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/Content Area: ____________________________________</td>
</tr>
<tr>
<td>University Supervisor ____________________________________</td>
</tr>
<tr>
<td>Cooperating Teacher: __________________ School Site: __________</td>
</tr>
<tr>
<td>Internship Semester/Term: Fall ___ Spring ___ Summer ____ 20______</td>
</tr>
</tbody>
</table>

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

<table>
<thead>
<tr>
<th><strong>University Supervisor</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Maintained effective communication with me</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Was available electronically or in person, and kept appointments/rescheduled appropriately</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3) Demonstrated knowledge of the internship process</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Provided me with accurate and timely feedback, and useful recommendations during conferences/written reports</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5) Developed effective communication with the Cooperating Teacher</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6) Provided opportunities for discussion/reflection with other interns</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td><strong>7) Overall rating of university supervisor</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cooperating Teacher</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Was best practices (taught in courses) evidenced in the classroom</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Provided support and assistance as needed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3) Provided continuous feedback on strengths or improvements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Provided progress reports and observation summaries on schedule</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5) Was fair in evaluating my performance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td><strong>6) Overall rating of cooperating teacher</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internship Process</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Previous coursework prepared me for internship</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Internship handbook was clear and concise in expectations/requirements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>3) Internship orientation was helpful and covered necessary elements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>
4) Internship assignments were useful and helped me improve/reflect on teaching practices

| Rating | 5 | 4 | 3 | 2 | 1 | NA |

5) Placement site(s) was a safe and positive learning environment

| Rating | 5 | 4 | 3 | 2 | 1 | NA |

6) Overall rating of internship process

| Rating | 5 | 4 | 3 | 2 | 1 | NA |

Comments about University Supervisor:

Comments about Cooperating Teacher:

Comments about Preparation for Internship:

Comments about the Internship Process:

Comments about specific CT and or US feedback that proved most helpful to you:
College of Education and Human Development, GMU
Internship Evaluation (To be completed by University Supervisor)

Intern’s Name: ____________________________ Program/Content Area: _______________
Cooperating Teacher: ______________________________
University Supervisor: __________________________________________________________
School Site: __________________________________________________________________
Internship Semester/Term:  Fall _____  Spring _____  Summer_____  20_____  

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Was an effective model of methods/theories modeled in the classroom</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Was available electronically or in person, and kept appointments/rescheduled</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>appropriately</td>
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</tr>
<tr>
<td>3) Provided the intern with support and assistance as needed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Provided continuous feedback on the intern’s strengths and needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>5) Provided progress reports and observation summaries on schedule</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>6) Demonstrated good interpersonal relations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>7) <strong>Overall rating of cooperating teacher</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Internship Process/Intern Preparedness</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
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<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1) Internship handbook was clear and concise in expectations/requirements</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>2) Internship orientation program breakout session was helpful and covered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>necessary elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Intern showed high level of preparedness for internship</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>4) Expectations for the internship process</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>
were clearly communicated

| 5) Resources and materials provided during the internship were helpful and meaningful | 5 | 4 | 3 | 2 | 1 | NA |
| 6) Overall rating of internship process | 5 | 4 | 3 | 2 | 1 | NA |

Comments about Cooperating Teacher:

Comments about Intern’s Level of Preparedness:

Comments about Internship Process: