

College of Education & Human Development
and
Masters of Arts in Teaching in Art Education Program

INTERNSHIP HANDBOOK

Elementary – Secondary



Fall 2019

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Internship Schedule

AVT 695: INTERNSHIP- Teacher Candidate

Fall 2019: CANDIDATE TEACHING PLACEMENTS

| CANDIDATES | ELEMENTARY MENTOR | SECONDARY MENTOR |
|--|---|--|
| Katherine Doyle (Spiering) kspieri2@gmu.edu | Judy Sohn hjsohn@fcps.edu Hunters Woods Elem | Ellyn Whiteash emwhiteash@fcps.edu Westfield HS |
| Adeline Su areksula@masonlive.gmu.edu | Ginny Kinsey svkinsey@fcps.edu Marshall Roads Elem | Brandy Carter bmcarter@fcps.edu Madison HS |

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Calendar at a Glance

Candidate Teacher -Seminar Internship Dates: 8 weeks-ELEM / 8 weeks-Secondary

Candidate Teaching: August 21, 2019- December 6, 2019 (Seminar hours – 4:30 pm to 7:00 pm)

| ELEMENTARY: 8/21-10/11 | | | | SEMINAR DATES |
|------------------------|-----------------------|----|-----------------------|-----------------------|
| Week 1 | Aug 21 th | To | Aug 23 rd | |
| Week 2 | Aug 26 th | To | Aug 29 th | Aug 28 th |
| Week 3 | Sept 3 rd | To | Sept 6 th | |
| Week 4 | Sept 9 th | To | Sept 13 th | Sept 11 th |
| Week 5 | Sept 16 th | To | Sept 20 th | |
| Week 6 | Sept 23 rd | To | Sept 27 th | Sept 25 th |
| Week 7 | Sept 30 th | To | Oct 4 th | |
| Week 8 | Oct 7 th | To | Oct 11 th | Oct 9 th |

Secondary starts October 14th

| SECONDARY: 10/14-12/6 | | | | SEMINAR DATES |
|-----------------------|----------------------|----|----------------------|----------------------|
| Week 1 | Oct 14 th | To | Oct 18 th | |
| Week 2 | Oct 21 st | To | Oct 25 th | Oct 23 th |
| Week 3 | Oct 28 th | To | Nov 1 st | |
| Week 4 | Nov 4 th | To | Nov 8 th | Nov 6 th |
| Week 5 | Nov 11 th | To | Nov 15 th | |
| Week 6 | Nov 18 th | To | Nov 22 nd | Nov 20 th |
| Week 7 | Nov 25 th | To | Nov 26 th | |
| Week 8 | Dec 2 nd | To | Dec 6 th | Dec 4 th |

Homework: Photograph your classroom, storage space, school front, and any other relevant spaces and/or people, and bring photos (15 maximum) in a short PowerPoint to your first seminar on August 28, 2019

- (MT), and University Supervisor (US) for the second week. The recommended dates are 8/26th and 8/27th. Please confirm by Friday, 8/23. 1st Week: There are two items that need to be achieved Arrange the 3-Way meeting with the Candidate Teacher (CT), Mentor Teacher
- Send your UFS your most successful elementary lesson produced in AVT 691. in Dropbox by Wednesday, 8/28.

**Visualizing a Plan for Eight Weeks of Student Teaching: ELEMENTARY ART
FALL 2019**

First Week: Observing and assisting; As soon as you are comfortable, shadowing one (or more) of your cooperating teacher's lessons. **Second, Third and Fourth Week:** Gradually take over classes. **Fifth, Sixth and Seventh Week:** Full responsibility for the entire schedule. **Eight Week:** Gradual Transition from TC to MT

| Dates | Aug 21- Aug 23 | Aug 26-Aug 30 | Sept-2-Sept 6 | Sept 9- Sept 13 | Sept 16- Sept 20 | Sept 23- Sept 27 | Sept 30- Oct 4 | Oct 7- Oct 11 |
|----------------------------|--|--|---|--|------------------|---|----------------------------------|---|
| Weeks | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | | Q&A taking on a teacher role | Take over 2 MT's lessons | Teach ½ of the MT's Lessons | Plan & | Plan & | Plan & | Plan & |
| | Observe | Shadow | 1. ALTER an FCPS lesson TO..... | Choose ONE full grade level to teach | Teach ALL | Teach ALL | Teach ALL | Teach ALL |
| | | |Make | 2. Teach an Elementary Methods lesson | Classes | Classes | Classes | Classes |
| | And | Your | It | Lesson | | UFS to observe | | <i>MT will start the process of transition as you depart.</i> |
| | | | Your | | | 3. Original Lesson | | |
| | Assist | MT | OWN | | | | | |
| Required Documents by week | <i>30 min. meeting TC/MT/US Suggested Wk. of 8/26-8/30</i> | Progress Report #1 Due 8/30 | | ST-9 Midterm TC/ MT 9/13 | | Progress Report #2 9/27 | Arrange for final mtg. in Week 8 | ST-9 Final TC, MT & US 10/11 |
| | <i>Plan major art challenges and lesson plans to start week 2 as well as long term planning. Create prototypes and select meaningful exemplars to inform planning.</i> | <i>Plan sets of lesson plans, prototypes, and exemplar for the next 2 grades or classes.</i> | <i>Continue to plan lessons for the remainder of grades for independent teaching. First TC schedule <u>US Observation</u></i> | <i>Edit and refine lesson plans, prototypes, and possible special needs strategies - as you get ready to take on the entire teaching load. Second scheduled <u>US Observation</u> 8/9-9/13</i> | | <i>Remember to problem solve as you implement and assess each lesson. Rewrite lesson plans to accommodate changes and developments as well as adaptations for special populations. Develop and utilize assessments of student learning in the process</i> Week 6 Third (final) Schedule US Observation 9/16-10/14 | | <i>Critique and grade student work; collaborate with MT for a seamless transition as you depart. Final meeting of TC, MT, US with completed documents 10/11</i> |

Visualizing a Plan for Eight Weeks of Student Teaching: SECONDARY ART® FALL 2019

First Week: Observing and assisting; As soon as you are comfortable, shadowing one (or more) of your cooperating teacher's lessons.

Second, Third and Fourth Week: Gradually take over classes. **Fifth, Sixth and Seventh Week:** Full responsibility for the entire schedule.

Eight Week: Gradual Transition from TC to MT

| Dates | Oct 14-18 | Oct 21-Oct 25 | Oct 28-Nov 1 | Nov 4-Nov 8 | Nov 11-Nov 15 | Nov 18-Nov 22 | Nov 25-Nov 26 | Dec 2-Dec 6 |
|----------------------------|---|---|---|---|------------------|---|----------------------------------|--|
| Weeks | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| | | Teach part of a lesson | Take over 2 MT's lessons | Teach ½ of the MT's Lessons | Plan and | Plan and | Plan and | Plan and |
| | Observe | Shadow | <u>ALTER</u> a part of the lessons to | Choose <u>ONE</u> grade level to teach | Teach <u>ALL</u> | Teach <u>ALL</u> | Teach <u>ALL</u> | Teach <u>ALL</u> |
| | | | Make | Personally Designed | Classes | Classes | Classes | Classes |
| | And | Your | It | Lesson | | UFS to observe | | MT will start the process of transition as you depart. |
| | | | Your | | | Original Lesson | | |
| | Assist | MT | OWN | | | | | |
| Required Documents by week | 1 hour. meeting TC/MT/UFS Suggested 10/14-10/18 | Progress Report #1 Due 10/25 | | ST-9 Midterm TC/MT 11/8 | | Progress Report #2 11/22 | Arrange for final mtg. in Week 8 | ST-9 Final TC, MT & UFS 12/5 |
| | Plan major art challenges and lesson plans to start week 2 as well as long term planning. Create prototypes and select meaningful exemplars to inform planning. | Plan sets of lesson plans, prototypes, and exemplars, for the next 2 grades or classes. | Continue to plan lessons for the remainder of grades for independent teaching. First TC schedule UFS Observation | Edit and refine lesson plans, prototypes, and possible special needs strategies - as you get ready to take on the entire teaching load. | | Remember to problem solve as you implement and assess each lesson. Rewrite lesson plans to accommodate changes and developments as well as adaptations for special populations. Develop and utilize assessments of student learning in the process Week 6 Second TC Schedule UF Observation | | Critique and grade student work; collaborate with MT for a seamless transition as you depart. Final meeting of TC, MT, UFS with completed documents |

Candidate First Week Checklist

To-Do Check List

- ✓ Review required CEHD paperwork and Teacher Candidate Calendar Visualizing a Plan
- ✓ Arrange for the Mentor Teacher and Teacher Candidate once a week meeting
- ✓ Obtain a copy of the Mentor Teacher teaching schedule of her classes
- ✓ Review Mentor Teacher plans and classes and discuss how Teacher Candidate can 'fit in'
- ✓ Discussed Proposed Lessons to be introduced /taught by Mentor Teacher
- ✓ Note how you and the Teacher Candidate have been introduced to the school

Suggested Teaching Schedule for Candidates

WEEK 1

- Assist the MT in planning and preparation for the opening week
- Become acquainted with materials, equipment, records, plan/grade book
- Study school policies, meet other faculty and staff
- Attend all building-level meetings and appropriate professional development
- Plan with the MT your instructional role in each class for the first week with students (work with individual students, small group instruction, teaching a portion of a class period)
- Prepare for teaching your first class-planned with the MT, perhaps observing the MT teach the class and then teaching in a later period of the day

WEEK 2 (the first week with students)

- Continue planning with your MT and fulfill your instructional role in each class period; increase your role in each class by week's end
- Teach at least one full class period this week (consider having the MT model the teaching, then teach the same class later in the day)
- Continue observing in your classes and other classrooms in the school
- Assume responsibility for co-planning and, then full teaching at least one class every day for the coming week consider having the MT model the teaching and then teach the same class later in the day.

WEEK 3-4

- Teach at least one full class every day of week 3 along with responsibility for some segment of the instruction in all other class periods
- Gradually add more teaching responsibilities until a full teaching load is reached.

WEEK 5-7

- Continue with full-time teaching

WEEK 8

- Decrease teaching responsibilities by making the transition for the MT to co-teach in the classes through to the end of week 8*
- Observe in other programs/school and classrooms at your school*

*Note: There can be exceptions with them in certain circumstances that the TC wants to see to the end of their lesson, or may still the need hours. This would be determined by what works best for both MT and TC.

Variables of Instruction from Observation of Mentor Teacher

Directions: Use this form as a template to document your mentor teachers' approaches to teaching. Record the information in a form of an 'observation notebook,' paper or digital.

- Learning styles:
- Teaching styles:
- Selection of ideas for teaching:
- Motivation techniques:
- Learning environment:
- Interdisciplinary approaches:
- Planning (long and short term):
- Selection and use of resource materials and art exemplars:
- Media demonstrations:
- Maintenance, organization, and distribution of art materials:
- Timing and sequencing of lesson components and lessons within units:
- Discussions and critiques:
- Other:

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MAT Art Education Internship Forms

CEHD Evaluation Forms for Teacher Candidate

Dear Mentor Teachers:

Thank you for offering to be a Mentor Teacher for our Master of Arts in Teaching program. We realize that this 8-week commitment is invaluable to our candidate teachers and feel fortunate that they are working with you.

I have outlined a schedule to assist you in organizing the Graduate College of Education and Human Development and MAT program requirements for your Teacher Candidate.

A list of Mentor Teacher CEHD Evaluation Forms for the Teacher Candidate includes the following:

Progress Reports – During the internship you and your TC will need to complete the form twice. Due dates are posted below. The TC will complete PART 1 and you will respond to PARTS 2 & 3, discussing your comments and plans to address any areas that need improvement. The University Supervisor will need a copy for review.

Elementary Time Frame

- Progress Report #1 – by August 30th, 2019
- Progress Report #2 – by September 27th, 2019

Secondary Time Frame

- Progress Report #1-October 25, 2019
- Progress Report #2-November 5th, 2019

ST-9- Document: This 4-page form is a profile of the Teacher Candidate's experience. It is to be completed twice with ratings and comments during the teacher candidate placement. In the middle of the placement, both you and the TC should each complete this form and discuss your evaluations with each other to establish a clear understanding of TC performance.

The original midterm MT, ST-9 will be turned in with the final teacher candidate packet. Copies should be given to the University Supervisor. During the last week of the internship, you and the US will each complete the ST-9 form discuss together with the TC, and establish for the elementary/secondary component of the teacher candidate placement.

Elementary Time Frame for ST-9

- ST-9 Mid Profile - by September 13, 2019
- ST-9 Final Profile - by October 11, 2019

Secondary Time Frame for ST-9

- ST-9 Mid Profile – by November 8, 2019
- ST-9 Final Profile -by December 5, 2019

Final Meeting: On the 8th week of the prospective internship the Mentor Teacher, University Supervisor, and Teacher Candidate will meet to review all the required CEHD paperwork. The University Field Supervisor will be collecting original signed documents at that time. Please feel free to contact the MAT Office any time during the placement.

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Director, Masters of Arts in Education
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jsutters@gmu.edu

Progress Report I

(To be completed at week 2)

Teacher Candidate: _____ Date: _____ to _____

Mentor Teacher: _____ School: _____

—

A copy is provided for the University Field Supervisor.

TEACHER CANDIDATE COMPLETES #1

- 1) Briefly describe your teaching activities for this period with emphasis on major successes and challenges. Describe possible solutions to try to remediate challenges.

MENTOR TEACHER COMPLETES #2 & #3

- 2) Identify one area where the student needs improvement. Write a goal for the student to meet during the next 4 weeks.

- 3) Describe your plan for supporting the student-teacher in meeting the identified goal.

Mentor Teacher's Signature

Date

Teacher Candidate Signature

Date

Progress Report II
(To be completed at week 6)

Teacher Candidate: _____ Time Period: _____ to _____

Mentor Teacher: _____ School: _____

A copy is provided for the University Field Supervisor.

TEACHER CANDIDATE COMPLETES #1

- 1) Briefly describe your teaching activities for this period with emphasis on major successes and challenges. Describe possible solutions to try to remediate challenges.

MENTOR TEACHER COMPLETES #2 & #3

- 2) Identify the steps the student teacher has taken to reach the goal from the previous progress report.

- 3) Describe any areas for further growth.

Mentor Teacher's Signature Date Teacher Candidate Signature Date

CEHD Assessment of Student Teaching
 MAT in Art Education, George Mason University

Appendix E-1

ST-9.

PROFILE OF STUDENT TEACHING PERFORMANCE

ST-9

The mentor teacher should complete this form at the midpoint and the final week of student teaching/internship. The university field supervisor completes a form during the final week. They provide copies for each other and the student-teacher/intern. The original goes to the University Supervisor who forwards it to the Field Relations Support Specialist.

| | | | |
|---|------------------|---|--|
| Teacher Candidate | | Mentor Teacher: | |
| School: | School Division: | Grade/Subject: | |
| Year: _____ Please check one: ___ Fall ___ Spring | | Please check one: ___ 7wk | |
| ___ 8wk | | | |
| Please check one: ___ Midterm Evaluation ___ Final Evaluation | | Please check one: ___ Mentor Teacher ___ University Field Supervisor | |

A. KNOWLEDGE OF CONTENT The Teacher Candidate....

| | | |
|--|--|--|
| A1: DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE <u>CONTENT STANDARDS</u> (SOL/PROFESSIONAL STANDARDS) | | 3.0 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> |
| <u>Content Standards</u> | | |
| 3.0 <u>explicitly references</u> AND <u>clearly aligns</u> appropriate content standards with planned activities and assessments | | |
| 2.0 explicitly <u>references</u> appropriate content standards in daily plans. | | |
| 1.0 inaccurately and <u>vaguely</u> references OR <u>does not</u> reference appropriate content standards. | | |
| A2: <u>IDENTIFIES KEY PRINCIPALS</u> | | 3.0 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> |
| <u>Principles and Concepts</u> | | |
| 3.0 <u>clearly identifies</u> key principles and concepts in daily plans AND <u>effectively</u> uses them to <u>organize</u> instruction, <u>develop</u> learning activities, or <u>assess</u> student work. | | |
| 2.0 <u>clearly identifies</u> key principles and concepts in <u>his/her</u> daily plans. | | |
| 1.0 inaccurately and <u>unclearly identifies</u> references OR <u>does not identify</u> key principles and concepts in daily plans. | | |
| A3: <u>USES EXAMPLES TO SUPPORT BASIC PRINCIPLES OF CONTENT</u> | | 3.0 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> |
| <u>Uses Examples of Basic Principles</u> | | |
| 3.0 uses <u>appropriate</u> AND <u>varied</u> examples to <u>illustrate</u> basic content principles. | | |
| 2.0 uses <u>some</u> appropriate examples to <u>illustrate</u> basic content principles. | | |
| 1.0 uses <u>inappropriate</u> examples OR <u>no examples</u> to <u>illustrate</u> basic content principles. | | |

| |
|---|
| A4: LINKS CONTENT TO STUDENTS' PRIOR EXPERIENCES AND RELATED SUBJECT AREAS |
| Student Prior Experiences & related Subject Matter |
| 3.0 references content to <u>both</u> the students' prior experiences AND related subject areas. |
| 2.0 references content to <u>EITHER</u> the students' prior experiences OR related subject areas. |
| 1.0 neither references content to <u>NEITHER</u> the students' prior experiences NOR related subject areas. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|--|
| Understanding of Students |
| 3.0 demonstrates a <u>detailed understanding</u> of the background, experiences, and skill level of all students in the class |
| 2.0 demonstrates a basic understanding of the background, experiences, and skill level of most students in the class. |
| 1.0 demonstrates a <u>limited</u> understanding of the background, experiences, and skill level of <u>most</u> students in the class |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|---|
| B2. PLANS FOR THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (I.E. TAG (talented and gifted? /GT, ESL, SPECIAL NEEDS, AMONG OTHERS) |
| Student's Prior Experiences & relate Subject Matter |
| 3.0 references content to <u>both</u> the students' prior experiences AND related subject areas. |
| 2.0 references content to <u>EITHER</u> the students' prior experiences OR related subject areas. |
| 1.0 neither references content to <u>NEITHER</u> the students' prior experiences NOR related subject areas. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|--|
| B3. FORMULATES CLEAR AND APPROPRIATE LEARNING OUTCOMES |
| Clear Differentiated and Appropriate Learning Outcomes |
| 3.0 develops <u>differentiated</u> learning outcomes AND states these <u>clearly</u> on the <u>lesson plan</u> |
| 2.0 develops <u>appropriate</u> learning outcomes <u>for the class</u> AND states these <u>clearly</u> on the <u>lesson plan</u> |
| 1.0 develops <u>inappropriate</u> learning outcomes OR <u>fails to state appropriate</u> outcomes <u>clearly</u> on the lesson plan. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| | |
|--|--|
| B4. PLANS APPROPRIATE <u>METHODS TO MEET THE LEARNING OUTCOMES (I.E. TECHNOLOGY, COOPERATIVE LEARNING, ETC)</u> | |
| <u>Strategies to Enhance Student Learning</u> | |
| 3.0 plans <u>appropriate</u> AND <u>varied</u> <u>methods, activities, and technology</u> to support student learning. | |
| 2.0 plans <u>appropriate</u> <u>methods, activities, and technology</u> to support student learning. | |
| 1.0 Plans <u>inappropriate</u> <u>methods, activities, or technology</u> to support student learning. | |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

C. INSTRUCTIONAL PERFORMANCE The Student-Teacher

| | |
|---|--|
| B5. PLANS <u>ASSESSMENTS OF LEARNING OUTCOMES</u> | |
| <u>Develop a Variety of Age-Appropriate Assessment Methods</u> | |
| 3.0 plans appropriate <u>assessments</u> AND <u>can articulate</u> ways assessments <u>should impact</u> future learning activities | |
| 2.0 plans appropriate <u>assessments</u> that are <u>linked</u> to learning outcomes | |
| 1.0 Does <u>not include</u> <u>assessment</u> the lesson plan OR <u>assessments are inappropriate.</u> | |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT | |
| <u>Creates Environments Conducive to Effective Learning Outcomes</u> | |
| 3.0 creates a <u>physically</u> and <u>psychologically</u> safe environment AND <u>can explain the purpose</u> of these <u>choices.</u> | |
| 2.0 plans for the physical and psychological safety of students. | |
| 1.0 does not consider the physical and psychological safety of students. | |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C2. CREATES A CLIMATE OF FAIRNESS AND RESPECT | |
| <u>Student's Prior Experiences & related Subject Matter</u> | |
| 3.0 actively encourages <u>fairness and respect</u> among students AND <u>creates a climate</u> that <u>provides</u> <u>access</u> to <u>appropriate learning opportunities</u> for all students. | |
| 2.0 treats students <u>fairly</u> and <u>respectfully.</u> | |
| 1.0 is <u>unable</u> to <u>effectively</u> and <u>consistently respond</u> to students' needs and behavior. | |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|---|
| C3. MAINTAINS <u>CONSISTENT STANDARDS</u> FOR POSITIVE CLASSROOM BEHAVIOR | |
| | |
| 3.0 | demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior. |
| 2.0 | effectively and consistently responds to students' needs and behavior. |
| 1.0 | is unable to effectively and consistently respond to students' needs and behavior. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|--|---|
| C4. MAKES PROCEDURES AND <u>OUTCOMES</u> CLEAR TO STUDENTS | |
| | |
| 3.0 | ensures that all students understand the learning objectives and can carry out the procedures for instructional activities. |
| 2.0 | provides students with clear, accurate information about the learning objectives and procedures for instructional activities. |
| 1.0 | presents unclear OR inaccurate information about the learning objectives or the procedures for instructional activities. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|---|
| C5. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY | |
| | |
| 3.0 | uses effective content delivery strategies, makes content relevant to students' prior experiences, and uses technology appropriately for the presentation of content. |
| 2.0 | uses effective strategies to present content to students. |
| 1.0 | does not use strategies effectively to present content to students. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---------------------------------------|--|
| C6. MODELS APPROPRIATE LANGUAGE USAGE | |
| | |
| 3.0 | uses standard English in speech and writing while respecting students' cultural and dialectical differences. |
| 2.0 | uses standard English in speech and writing. |
| 1.0 | does not use standard English in speech or writing. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C7. PROVIDES APPROPRIATE ACCOMMODATIONS FOR DIVERSE LEARNERS | |
| | |
| 3.0 | effectively <u>differentiates instruction</u> based on the varying needs of the <u>majority</u> of individuals in the class. |
| 2.0 | differentiates <u>instruction</u> based on the varying needs of <u>some</u> individuals in the class. |
| 1.0 | does not differentiate <u>instruction</u> based on the <u>varying</u> needs of individuals in the class. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C8. PROVIDES OPPORTUNITIES FOR CONTENT APPLICATION | |
| | |
| 3.0 | uses <u>activities</u> or <u>strategies</u> that are specifically designed to actively encourage students to think independently, creatively, or critically about content. |
| 2.0 | guides <u>students</u> to think independently, creatively, or critically about content. |
| 1.0 | does <u>not</u> provide <u>opportunities for</u> students to think independently, creatively, or critically about content. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C9. CHECKS FOR UNDERSTANDING USING A VARIETY OF FORMAL OR INFORMAL ASSESSMENT TECHNIQUES | |
| | |
| 3.0 | uses a <u>variety of assessment techniques</u> to <u>monitor</u> and <u>analyze</u> individual and group comprehension of the content <u>makes appropriate instructional adjustments</u> as necessary AND gives <u>all</u> students <u>meaningful, substantive, and specific</u> feedback. |
| 2.0 | monitors student comprehension of <u>content</u> AND provide students with <u>limited</u> feedback. |
| 1.0 | makes few attempts to determine <u>student comprehension</u> AND gives <u>students little</u> feedback. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

| | |
|---|--|
| C10. USES INSTRUCTIONAL TIME EFFECTIVELY | |
| | |
| 3.0 | provides students with activities of instructional value for the <u>entire time</u> , paces them appropriately, AND <u>performs non-instructional</u> procedures efficiently. |
| 2.0 | paces instruction <u>appropriately</u> for most of the students AND <u>does not</u> spend an <u>excessive amount of time</u> on non-instructional procedural matters. |
| 1.0 | paces instruction <u>inappropriately</u> to the content and/or the students AND spends substantial amounts of <u>instructional time on activities of little</u> instructional value. |

| | |
|-----|--------------------------|
| 3.0 | <input type="checkbox"/> |
| 2.5 | <input type="checkbox"/> |
| 2.0 | <input type="checkbox"/> |
| 1.5 | <input type="checkbox"/> |
| 1.0 | <input type="checkbox"/> |

D. REFLECTION AND EVALUATION – IMPACT ON STUDENT LEARNING The Teacher Candidate...

| |
|---|
| D1. Provides <u>Specific Evidence</u> to Document Student Learning |
| |
| 3.0 provides <u>appropriate AND detailed evidence</u> to document student learning. |
| 2.0 provides <u>some appropriate</u> evidence to document student learning. |
| 1.0 provides <u>no evidence</u> to document student learning. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|---|
| D2. <u>ACCURATELY DESCRIBES STRENGTHS AND WEAKNESSES OF HIS/HER TEACHING SKILLS IN RELATION TO STUDENT LEARNING</u> |
| |
| 3.0 uses <u>evidence</u> of student learning to <u>self-assess</u> teaching <u>strengths</u> and <u>weaknesses</u> . |
| 2.0 <u>uses some evidence</u> of student learning to <u>self-assess</u> teaching <u>strengths</u> and <u>weaknesses</u> . |
| 1.0 does <u>not use</u> <u>evidence</u> of student learning to <u>self-assess</u> teaching <u>strengths</u> and <u>weaknesses</u> . |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|---|
| D3. SEEKS AND USES INFORMATION FROM <u>PROFESSIONAL SOURCES</u> (I.E. MENTOR TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION |
| |
| 3.0 seeks <u>information</u> from varied professional resources <u>AND</u> uses it effectively to improve instruction. |
| 2.0 <u>seeks information</u> from the cooperating teacher <u>AND</u> attempts to use it to improve instruction |
| 1.0 <u>neither seeks NOR uses information</u> from <u>professional sources</u> to improve instruction. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

| |
|---|
| D4. INDICATES <u>STRATEGIES</u> TO IMPROVE INSTRUCTION |
| |
| 3.0 develops <u>specific</u> and <u>varied strategies</u> to improve instruction. |
| 2.0 develops <u>general</u> proposals to <u>improve</u> instruction. |
| 1.0 develops <u>no proposals</u> to improve instruction. |

| |
|------------------------------|
| 3.0 <input type="checkbox"/> |
| 2.5 <input type="checkbox"/> |
| 2.0 <input type="checkbox"/> |
| 1.5 <input type="checkbox"/> |
| 1.0 <input type="checkbox"/> |

E. PROFESSIONALISM

The Teacher Candidates demonstrate personal and professional behaviors that support student learning and/or the performance of the other professional responsibilities.

(Rate using the following scale: 3- Exemplary, 2- Acceptable, 1- Not Acceptable.)

- | | |
|--|--|
| <input type="checkbox"/> Is responsible and dependable | <input type="checkbox"/> Demonstrates enthusiasm for teaching |
| <input type="checkbox"/> Shows initiative | <input type="checkbox"/> Has compassion for students |
| <input type="checkbox"/> Is punctual and regular in attendance | <input type="checkbox"/> Dresses appropriately |
| <input type="checkbox"/> Exhibits the ability to make decisions | <input type="checkbox"/> Demonstrates professional behavior wi |
| <input type="checkbox"/> Sets appropriate priorities and meets deadlines | students, families and school personnel |
| <input type="checkbox"/> Displays mature judgment and self-control | <input type="checkbox"/> Maintains confidentially |

Suggestions for continuing professional development: Areas of strength and areas for growth

Mentor Teacher Signature: _____

University Supervisor: _____

A. FORMAT AND LOG OF HOURS

Format: The MAT Internship Program a 16-week, one semester program spending the first half of the session in an elementary school placement (8 weeks), and the second half of the student teaching session in a secondary placement (8 weeks).

Log of Hours: In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student teaching. The CEHD at George Mason University requires a combination of both of the elementary and secondary classroom experience for a total of 300 teaching hours during the 16 weeks. Of the 300 hours 150 hours must be in direct teaching activities (See section B) at the level of endorsement.

Note: Students are encouraged to record times daily, which will improve accuracy. A separate log should be kept for Mentor Teachers and verifies by them before being submitted to the University Field Supervisor.

Ideally it will be equally divided between the two practicums. If necessary, some hours can carry over between placements when class time is limited at either site.

B. DEFINITION OF TYPES OF TEACHING ACTIVITIES

There are 2 basic categories when teaching can occur, Direct Teaching and Non-Direct

Direct Teaching: Direct teaching is defined as the intern teaching the class. When the Teacher Candidate is in situations/ experiences in which he/she is working directly with students (large group, small group, one-on-one). During a 16- week semester, a TC typically does not have any difficulty meeting this requirement, and often exceeds the required hours.

Direct Teaching is BOTH Co-Teaching and Independent Teaching.

- i. **Co-Teaching:** As a shared responsibility, co-teaching qualifies as 'direct teaching' because the student is fully engaged in the instruction of students. Co-teaching may involve team-teaching during an entire class or include working with individuals or small groups. It is a shared responsibility for planning, instruction, assessment, and supervision. It should be done solely during Week 1-4 (grey areas on the chart)
- ii. **Independent Teaching:** The Teacher Candidate has full responsibility while teaching an entire class. The lesson plan is developed by the Teacher Candidate and first approved by the Mentor Teacher. It should be done solely during Week 5 to 8 (white areas on the chart).

1. **Non-Direct (other) Teaching Activities**

Non-Direct teaching activities describe the times spent in observation, administrative meetings, parent conferences, staff development, bus duty, etc. It also includes preparation related tasks such as writing lesson plans, conferences and classroom set-up

C. COMPLETING THE LOG OF HOURS SHEET

Guidelines: There are 5 columns on the Log of Hours Sheet to record your hours. Each one has been designated to record specific types of teachings.

Columns:

1. Co-teach-Weeks 1-3- team teaching, one-on-one, working with one or small groups.
2. Full Responsibility-Weeks 4-8 -independent teaching: solo teaching and planning.
3. Other activities-Weeks 1-8-All other activities -See reference below for details.
4. Total Hours (Col. 1-4)
5. Comments: See quick reference guide for details.

Guide to Hours Verification

1. Hours are to be totaled by the Teacher Candidate
2. Each page of the log is verified by the Mentor Teacher and reviewed by the University Field Supervisor.
3. During the last week of both elementary and secondary, the Teacher Candidate submits the Summary of Hours form to your University Field Supervisor.

Note: Hours are to be placed on individual forms when recording Elementary and Secondary.

Required Hours:

- **Minimum of 300 hours= TOTAL of Co-Teaching and Independent Teaching**
- You will be completing 2 log sheets for elementary and secondary placement
- **150 of those hours must be in direct teaching.**

LOG OF HOURS..... QUICK REFERENCE..... RECORD YOU TIMES DAILY

| 1.) Hours of <u>Co-Teaching</u> Weeks 1-4 | 2.) Hours of <u>Independent Teaching</u> Weeks 4-8 | 3.) Hours of <u>Other Activities</u> Include: | Total Hours of Columns 1,2, & 3 | Further Comments |
|---|---|--|---|---|
| May involve team-teaching an entire class or working one-on-one or small groups | <u>Includes full responsibility for:</u> Supervising & teaching an entire class | <ul style="list-style-type: none"> • Observation • Meetings • Parent Conferences • Staff Development • Bus Duty, etc. | This reflects: The time spent in school each day | Brief notes about unusual circumstances: <ul style="list-style-type: none"> • State testing • Field trips • Etc. |
| Includes...shared responsibility for <ul style="list-style-type: none"> • Planning • Instruction • Assessment • Supervision | <ul style="list-style-type: none"> • According to plans developed by Teacher Candidate • Approved by Mentor Teacher | | | |

Teacher Candidate: _____ Log Sheet # _____

Verified by Mentor Teacher: _____
(Signature)

Reviewed by University Field Supervisor: _____
(Signature)

| Date | 1.) Hours of Co-Teaching | 2.) Hours of Independent Teaching | 3.) Hours of Other Activities | 4.) Total # of Hours of All School-Based Activities | Comment(s) |
|--------------|---------------------------------|--|--------------------------------------|--|-------------------|
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| Total Hours: | | | | | |

Note: Total Number of Hours (Column 4) is the sum of Columns 1, 2, and 3.

George Mason University

College of Education and Human Development

SUMMARY OF PLACEMENT, SUPERVISOR. HOURS, AND FINAL GRADE

DIRECTIONS: Complete Two Separate Summary of Placement Forms, one for ELEM and one for Secondary

Teacher Candidate: _____ Fall/Spring: _____

License: _____ Endorsement: _____

School Division: Fairfax Co. Public Schools _____

Site (1): _____

Site (2): _____

Mentor Teacher Elementary: _____

Grade/ Subject(s): _____ Taught by Teacher Candidate

University Supervisor: _____

Total from Log Sheets: _____

| Summary of Hours Spent in: | Page #1 | Page #2 | Page #3 | Page #4 | Page #5 | Page #6 | Grand Total |
|-----------------------------------|---------|---------|---------|---------|---------|---------|-------------|
| Co-Teaching: | | | | | | | |
| Independent Teaching: | | | | | | | |
| Other Activities: | | | | | | | |
| Total of School-Based Activities: | | | | | | | |

Elem. Elem. Second. Second

FINAL GRADE: _____ (P/NP)

University Supervisor Signature _____

Mentor Teacher Signature _____

CEHD Online Evaluations

The Educator Preparation Office at Mason College of Education and Human Development is utilizing electronic evaluation for Fall 2019. This will take the place of the usual paper form. Please take the following steps to complete the evaluations.

Mentor Teacher

1. Link to complete the mentor evaluation: TBA
This will take the place of the usual paper form.
2. Save this information until you are near the end of your internship.
3. At the time of internship completion please make sure that you have filled out the online survey.

The deadline to complete the evaluations is the final week of the internship.

Teacher Candidate

1. Link to complete the teacher candidate evaluations: TBA.
. This will take the place of the usual paper form.
2. Save this info/email until you are near the end of your internship.
3. At the time of internship completion please make sure that you have filled out the online survey.

The deadline to complete the evaluations is the final week of the internship.

University Field Supervisor

1. The Link for your electronic internship evaluation form. TBA
2. Please be sure to save this info/email until you are near the end of your internship.
3. At the time of internship completion please make sure that you have filled out the online survey.

The Educator Preparation Office greatly appreciates your time in filling out the online form as well as us any feedback you have about the electronic evaluation.
Send your feedback to: CEHD- Stacy Wilson- swilsono@gmu.edu

3

Preparation for Practicum

Preparing for a Successful Start to your Internship Experience

Please review the following:

- Arrange a time when you can meet weekly with your MT to review, discuss, and assess your performance in the classroom.
- It is recommended that the MT reflects and records and your performance, either handwritten or digitally.
- We would like to visit your schools for our initial 3-way meeting \ with you and your MT the 2nd week. Please email available and convenient times, and we will confirm the appointment. We anticipate being there no more than 45 minutes.
- During the 1st or 2nd week meet with you MT and review their lesson plans together and decide what you will be teaching. Share your interests and strength and see how they will “mesh” with the FCPS POS and the teacher’s long-range plans.
- Post a copy of your MT's teaching schedule and post it in Dropbox forums before when we visit initially.
- Please reinforce with your MT that they should be in the classroom at all times, including when you take over his/her classes. They are invaluable observers and will be able to provide you with specific feedback, preferably written. During Week 8, if appropriate the mentor teacher may depart for short periods to provide the TC opportunity to experience teacher classroom ownership.
- Photograph your classroom, storage space, school front, and any other relevant spaces and/or people and bring photos (15 maximum) in a short PowerPoint to your first seminar.
- Please ask your MT to take photos when you think they would be relevant for your portfolio and to help us more thoroughly evaluate your accomplishments throughout your student teaching experience. Remember you will need photographs of artwork, students working on artwork and close-ups of you with your students for your Teaching Portfolio.
- You will need a video of your teaching in the beginning and the end during each placement. We recommend that arrangements are made early for this MAT expectation, discussing with you MT and seeing if your assigned school might have a camera and tripod you can use. Record your observations as listed on the form [Video Summary Observation Report](#).

The Introductory Role of the Mentor Teacher (MT) and Teacher Candidate (TC)

MENTOR TEACHER: Introduce the CT to both daily and long-term functions of your world as an art teacher. Impart to your Teacher Candidates the following information:

The Art Room

- _____ Classroom Organization: Give a 'tour' of your physical space of the classroom. The table arrangement, seating plan, storage/supply room, resources books, and organization, mode of lesson material.
- _____ Teaching Components: Lesson Plan Schedule, FCPS lesson plans, seating charts, class schedule

The Students

- _____ Student Information: Student's background, knowledge & skill level, and experience
- _____ Special Needs Information: Student's IEP and 504; Identified ESOL & Advanced Learners (AAL)
- _____ Accommodation Plans: Share established differentiated learning methods
- _____ Student Management Plans: Behavior & classroom plans used in the art room as well as school-wide, i.e., Positive Behavior Interventions and Supports, Responsive Classroom, etc.

The School

- _____ School Introduction: Give a tour of the school; introduces TC to faculty, principal, office and support staff, custodian, etc.
- _____ Other Teaching Responsibilities: All activities beyond the classroom; bus duty, all meetings, in-services, School trips, etc.

TEACHER CANDIDATE: The Teacher Candidate is responsible for the following

The Lesson

- _____ Your teacher candidate will meet with you to review your lesson plans (and their future lessons) to decide they will be teaching. They will share their interest and strengths to see how they will 'mesh' the FCPS POS and your long-range plans.

Meeting Time

- _____ The Teacher Candidate will arrange a time weekly (or daily) when you can meet with MT to review discuss, and assess their performance in the classroom as well as discuss or concerns.

Documentation

- _____ Your TC will ask you to take photos with their digital camera when you think it will be relevant to help the UFS to more thoroughly evaluate their accomplishments throughout their candidate teaching experience and, for their portfolio. TC will need to video teaching twice.

Record

- _____ To respond and record their performance, the TC will request that you jot down (either digitally or by hand) any comments, suggestions. This will be very useful when completing the Progress. Reports and the ST 9's

Guidelines for Lesson Development and Observations

Lesson Development

A. Lesson Categories

Teacher Candidates are asked to create 3 lessons (per 8 wks.) in these categories:

1. Adapted Lesson- Modify one of MT's lessons by altering the theme, media or content.
2. Methods Lesson- Choose a lesson created in Methods(691 or 692)
3. Personal Designed Lesson – Create an original lesson

B. Essential Lesson Contents

C. The following items are the required documents of for each lesson

1. At-a-Glance lesson – Completed Teacher Prototype
2. Lesson -FCPS format
3. PowerPoint-Comprehensive/Expectations
4. Artist History Exemplars: Both Contemporary and Traditional
5. Planning Sheet /Graphic Organizer
6. Script- Sequence/Timed
7. Reflection – paper/pair share/exit ticket, etc.
8. Grading Rubric (with criteria)
9. Formal and Informal Assessment Techniques.

Note: These items are to be submitted to the University Supervisor three days before their scheduled observation, except for the At a Glance, which is to be sent one week ahead.

C. Observation Expectations –The US will observe the follow lesson components:

- Content: Age-appropriate/Aligned with FCPS Big Idea/Learn or Stars model lesson
- Classroom management: Consistency/Implemented in the opening, during & closure
- Behavior management: Pre-established strategies addressing individual students' self-management.
- Timing: Momentum/Pacing/Efficient use of time
- Interaction/communication: Building relationships with students and mentor teachers.
- Assessment: Pre-During-Post Art Assessment Framework
- Elementary: Process, Product Skill & Product content and Understanding
- Secondary: Communicate, Create, Respond & Connect
- Differentiated Learning: Examples of child-specific strategies and outcomes

Observations Guidelines

Grade Level: Elementary and Secondary

A. Scheduling: In order to provide the TC broad experience, we recommend the 3 requested lessons fall into one of the grade levels:

1. Elementary: Example of Suggested Groupings: K-2-4...1-3-5...2-4-6.

2. Secondary: With unit lessons lasting up to four class periods we request that the US observe be three different media. between 3D, Digital Media or Photo. This, of course, is determined by the specific placement.

Observations Process

Documentation of the Three Lessons to be Taught During Each Eight-Week Placement.
Use this form to document as a record of each of the three lessons.

Teacher Candidate: _____ Placement: _____

1. **Adapted Lesson:** _____ Lesson _____ Grade: _____

2. **Methods/Personal Lesson:** - Lesson Title: _____ Grade: _____

3. **Original Lesson:** - Lesson Title: _____ Grade: _____

Scheduling Lesson Options Times and Dates: Prototype and Template:

Directions: Complete for each lesson and send to University Supervisor by email a week prior to the US observation.

| | Day | Date | Media | Grade | Time | Lesson |
|---|-----------|------|-------------|-----------------|-----------|----------|
| 1 | Thursday | 2/14 | Drawing | 3 rd | 1:55-2:55 | Adapted |
| 2 | Wednesday | 2/20 | Painting | 5 th | 1:25-2:25 | Methods |
| 3 | Thursday | 2/21 | Printmaking | 1 st | 1:55-2:55 | Original |

| | Day | Date | Media | Grade | Time | Lesson |
|---|-----|------|-------|-------|------|--------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

Video Summary Observation Report

This form is to be reviewed together with the Mentor Teacher and Teacher Candidate and collectively completed.

Teacher Candidate: _____ Date: _____

Mentor Teacher: _____

Activities Observed: _____
Grade/Subject(s) _____

PREPARATION/ PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMNT/ CLIMATE:

PERSONAL/ PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Mentor Teacher's Signature Date

Teacher Candidate Signature Date

LESSON OBSERVATION ASSESSMENT GUIDE for TC, MT and US

School: _____

University Supervisor: _____

Teacher Candidate: _____

Mentor Teacher: _____

Lesson: _____ Media: _____ Grade Level: _____

Directions: Check the areas of needed improvement.

Utilize the space under the specific category for suggestions to improve performance

Mark with an x for areas that the TC's demonstrates improvement or exceptional strength.

Classroom Management

- **Motivates** students by incorporating a variety of methods, strategies, and activities
- **Creates** an orderly environment by establishing new routines/ reinforcing existing routines
- **Circulates** throughout the classroom as the teaching situation warrants
- **Demonstrates** excellent pacing when implementing instruction
- **Manages time** effectively to keep students on-task and engaged in the learning activity
- **Handles disruptions firmly and fairly** through consistent enforcement of pre-established consequences
- **Redirects off-task** behavior promptly and without disruption of learning activity
- **Demonstrates a proactive approach** to discipline solving student behavior problems before they occur
- **Begins and ends lessons on time**
- **Provides praise that is specific and meaningful**
- **Writes an outline of the lesson plan** on the board listing the order of activities and challenges
- **Takes Roll to Learn Students Name**

Planning and Instruction

- Instructional objectives stated in the lesson plan are singular and measurable
- Plans activities that are focused on the achievement of the instructional objective(s)
- Lesson plans provide a variety of activities and procedures that accommodate different learning styles
- Incorporates strategies in lesson plans that meet the developmental needs of special learners
- Incorporates a collaborative approach when planning lessons
- Implements appropriate assessment strategies to measure student mastery of instructional objectives YES
- Adapts pacing, methods, and materials utilizing feedback from student assessments
- Keeps records of student strengths and areas that need improvement
- Relates activities to students' interests, knowledge, and experiences
- Teaches one concept at a time before asking the student to attend to many concepts all at once
- Teaches for mastery of each concept with adequate follow-through before moving to the next activity
- Activities demonstrate appropriate procedural sequencing such as *Catch & Release* or *Step by Step*
- Explains formal concepts of visual art only after students experience and perform the activity
- Teaches fundamental of skills building and techniques through visual arts 'boot camp'
- Proposes problem-solving through a balance of offering suggestion and encouraging open-ended Possibilities

Managing Materials Subtotal:

- Gathers and organizes materials and equipment in advance
- Implements classroom technology, Smart Board, Flex Cam to support and reinforce teaching concepts
- Utilizes _____ software to create supplemental materials that reinforce the learning
- Incorporates and/or recommends online sites to help students achieve
- Provides sufficient copies of Exit –Tickets, Assessment slips, and other materials

Communication

- Provides clear and concise verbal directions to students by speaking assertively
- Establishes eye contact with students when providing verbal directions
- When asking the students, a question provides students with adequate time to form a response
- Avoids talking over student voices or teacher
- Speech does not display repetitive mannerisms uh, um, ok, in oral communication
- Refers to students as a group using proper terminology, such as ‘friends or ‘artists friends’ guys and gals but NOT HEY GUYS
- Written communication displays proper grammar and punctuation

Comments:

Recommendation:

