

GEORGE MASON UNIVERSITY

**Teaching Theatre Arts
Pre-K - 12**

**GRADUATE/ON-THE-JOB
INTERNSHIP MANUAL**

2017 - 2018

Updated June 2017

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 Mentor Teachers. The other member of the support team for a Teacher Candidate 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 Teacher Candidate, Mentor 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). Although normally required, students pursuing the Teaching Theatre Certificates are not required to take the Praxis II.

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 CPS, which also must be informed of changes in Mentor Teacher assignments and in Teacher Candidates' 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

Teacher Candidates may spend half of the student teaching period at one grade level, and then switch to another grade level (and often to another school). This may not apply for On-the-Job internships. The Teacher Candidate 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, Teacher Candidates should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

Summary of Schedules for Student Teaching

	Teacher Candidate (TC)	Mentor Teacher (MT)	University Supervisor (US)
Prior to First week	Visit school. Meet principal. Attend required orientation to meet US, review requirements, receive material for MT.		Attend required Mason orientation to receive manual and assignments, meet students and communicate expectations.
Weeks 1-4 and 8-11	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.	Conduct school-based orientation. Review student teaching plan with TC & US. Teams plan and teach (co-teaching). Begin observations and progress reports (CF/MT).	Contact MTs and visit sites to meet principals and MTs. Clarify procedures. Schedule observations as feasible.
Weeks 4-7 and 11-14	Gradually assume full responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc. Confer daily with MT and with US as needed. Attend workshop/seminars at Mason. Complete a video and summary report. Participate in interim evaluation. Gather materials for portfolio.	Gradually withdraw from teaching and presence in class(es). MT: Complete biweekly progress reports. Arrange for videotaping. Confer daily with TC, and with US as needed. Conduct interim evaluation with US.	Conduct at least 4 observations with written reports and feedback conferences. Review reports from MT. Confer before, during, and after visits. Provide assistance as requested or needed. Conduct interim evaluation with MT.
Weeks 7-8 and 14-15	Withdraw from independent teaching responsibilities. Observe or assist in other classes and resource programs. Complete log. Complete and present portfolio. Participate in evaluation process.	Resume responsibility for class(es). Arrange for TC to observe or assist in other classes and resource programs. Participate in portfolio presentation. Complete evaluation (including grading) with US.	Evaluate portfolio. Facilitate interim/final evaluation conference(s) with TC and MTs. At end of student teaching, submit all documentation to the Office of Field Relations.

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 Mentor Teacher or clinical faculty work as a team to provide support and guidance to the Teacher Candidate.

The Teacher Candidate

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 Mentor Teacher/clinical faculty.

The Mentor Teacher

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

- Treat the Teacher Candidate 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 Teacher Candidate gradually assume responsibility for instruction.
- Oversee the Teacher Candidate'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 Teacher Candidate.
- Assist with videotaping of the Teacher Candidate'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 Teacher Candidate 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 Teacher Candidate 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.

University Supervisor

The university supervisor serves as a link between the school and the university, providing support and guidance to both Teacher Candidate and Mentor Teacher. The university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for Teacher Candidates.

- Be accessible to Teacher Candidates 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 three- four formal observations, with pre- and post-conferences and written report, for each Teacher Candidate. Observations should be of different classes or subject areas. Number/type of observations may vary if internship is On-the-Job.
- Promote reflective practice through interactive clinical supervision, reviewing Teacher Candidate's journals, and encouraging self-reflection.
- Keep the Director of Clinical Practice 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 Mentor Teacher.

DOCUMENTATION

The Student Teaching Manual contains all forms, which must be submitted to the CPS 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 Mentor Teachers are distributed at the scheduled Teacher Candidate Orientation. Students deliver the folders to their Mentor Teachers. These folders should be used to collect and submit documentation to the CPS through the university supervisor. Students should be provided copies of all documents.

Teacher Candidates must provide daily lesson plans for review by the Mentor Teacher and for the university supervisor prior to teaching. The Teacher Candidate 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.

Teacher Candidates complete Part I of the Progress Report (Appendix D) once every two weeks to one month, at discretion of team, give it to the Mentor Teacher for completion of Parts 2 and 3, and submit it to the university supervisor. **Completed monthly for On-the-Job internships.**

Teacher Candidates 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. Teacher Candidates also make journal entries, which are kept in the notebook for review by the university supervisor and Mentor Teacher.

Mentor Teachers complete parts 2 and 3 of the Progress Report (Appendix D) once every two weeks to one month. At the end of the placement, the Mentor 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 Mentor Teacher. Teacher Candidates who are placed with Mentor Teachers should be observed approximately weekly after they begin to teach independently.

The university supervisor completes a final **Profile for Evaluation of Teacher Candidate** (Appendix H) and reaches consensus on the grade with the Mentor 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 CPS 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 matriculates from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and Mentor Teachers.

Travel vouchers for university supervisors also are submitted to the CPS. 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 Mentor Teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Clinical Practice will determine the grade based on a review of the documentation and, in some cases, observation of the Teacher Candidate's performance. A Teacher Candidate 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 Teacher Candidate 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 TEACHER CANDIDATES

Occasionally Teacher Candidates need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, university supervisor, and Mentor Teacher, and principal develop an individualized plan collaboratively. The Director of Clinical Practice must approve the plan.

Some of the ways to provide special support for a Teacher Candidate 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 Mentor 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. Teacher Candidates maintain the same schedule as Mentor 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. Teacher Candidates follow school division policy regarding notification of absences for illness or other emergencies. The Mentor 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. Teacher Candidates are not allowed to act as substitute teachers.

Professional and Legal Responsibilities. Teacher Candidates 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.

Teacher Candidates 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 Teacher Candidate's evaluations may be shared with the Mentor Teacher, university supervisor, and responsible administrators until the university supervisor submits the student's cumulative folder to the CPS. 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.

Proof of Field Experience in Additional Grades. Teacher Candidate must provide proof of field experience in grades not included in Internship (for example, if internship is for Grades 7 – 12, Teacher Candidate must complete 20 contact hours observing/working within the PK – 6 grade range). Complete the following form as part of Internship packet:

<http://cehd.gmu.edu/assets/docs/forms/Field%20Experience%20Documentation%20Form.pdf>

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 Teacher Candidates'/interns' experiences. These forms should be copied as needed.

The following forms must be submitted to the CPS, 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)
- 1 Grades PK – 6 Field Experience Documentation (download form from CEHD site):
<http://cehd.gmu.edu/assets/docs/forms/Field%20Experience%20Documentation%20Form.pdf>
- 2 Profile for Evaluation of Teacher Candidate's Performance (Appendix H) completed by university supervisor and clinical faculty/Mentor Teacher for each placement
- 5-6 Summary Observation Reports (Appendix G) completed by university supervisor
- 3-7 Biweekly Progress Reports (Appendix D; D-1 for On-the-Job internships) completed by Teacher Candidate and Mentor Teacher
- 1 Portfolio Evaluation (Appendix I)
- Online Program Evaluations completed by Teacher Candidate, Mentor Teacher and University Supervisor: links will be forwarded when available.

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 _____

Teacher Candidate's Name _____

Lesson's Objective	Strategies and Techniques Observed	Questions/Insights

From: *Handbook for the Mentor Teacher*, Fairfax County Public Schools, 1989.

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

Teacher Candidate/Intern: _____ Period _____ to _____

Mentor Teacher/Clinical Faculty: _____

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

5 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.

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

Mentor Teacher's Signature Date

Teacher Candidate'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/Mentor 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 Teacher Candidate/intern and approved by the Mentor 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 Teacher Candidate and each page of the log verified by the Mentor Teacher and reviewed by the university supervisor. A separate log sheet should be started when working with a second (or third) Mentor Teacher. During the last visit, the Teacher Candidate 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)

Teacher Candidate: _____ Log Sheet #: _____

Verified by Mentor Teacher: _____
(Signature)

Reviewed by University Supervisor: _____
(Signature)

Date	Hours of Co-Teaching	Hours of Independent Teaching	Hours of Other Activities	Hours of School-Based Activities	Comment(s)
Total Hours:					

SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE

Teacher Candidate: _____ Spring Fall Yr _____

License: _____ Endorsement: _____

Site (1) _____

School Division: _____

Site (2) _____

Mentor Teacher (1) Grade/Subject(s) _____ Taught by Teacher Candidate

Mentor Teacher (2) Grade/Subject(s) _____ Taught by Teacher Candidate

University Supervisor _____

Totals 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:							
School-Based Activities:							

Final Grade _____

SUMMARY OBSERVATION REPORT

Date _____

Teacher Candidate: _____ School: _____

Observer: _____ University Supervisor

Activities Observed: _____ Level: _____

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Supervisor's Signature Date

Teacher Candidate's Signature Date

**PROFILE FOR EVALUATION OF
TEACHER CANDIDATES**

Teacher Candidate: _____ School: _____ Subject(s)/Level(s): _____

Evaluator: _____ Univ. Sup. Mentor Tchr 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 Mentor 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 Teacher Candidate 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

Rating

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

Comments: (Use reverse side if needed.)

INSTRUCTION AND ASSESSMENT**Rating**

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

Comments: (Use reverse side if needed.)

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR**Rating**

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

Comments: (Use reverse side if needed.)

PROFESSIONAL AND PERSONAL DEVELOPMENT

Rating

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

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.

Mentor Teacher Date

University Supervisor Date

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

Teacher Candidate 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 Teacher Candidate's teaching experiences and growth. The portfolio synthesizes learning from the Teacher Candidates' 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 Teacher Candidates 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 Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate'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 Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate.

The final presentation should take on the tone of a culminating conference in which the Teacher Candidate speaks about his/her growth as a teacher, using the portfolio contents as evidence. The university supervisor will facilitate the presentation, which may include the Mentor Teacher (if feasible), 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 Mentor 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 Teacher Candidate, 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?

Schedule for Portfolio Development
(May vary for On-the-Job Internship)

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, Mentor Teacher and university supervisor

December or May

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

Bibliography

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

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

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

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

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

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

PORTFOLIO EVALUATION

Teacher Candidate: _____ 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 Teacher Candidate'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 Teacher Candidate's awareness of strengths and growth during the student teaching experience

_____ **Overall Organization and Appearance of Portfolio**

_____ **Presentation by Teacher Candidate**

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

NOTES