STUDENT TEACHING/INTERNSHIP MANUAL

for

EDCI 790   English As A Second Language

Foreign Language: All Endorsements

EDUC 418   Music Education: Vocal & Instrumental

PHED 415   Physical Education/Health Education

AVT 695    Art Education
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INTRODUCTION

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

Student teaching or internship, the final course and culminating experience in GMU’s state-approved teacher education programs, provides opportunities for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called cooperating teachers, except when they have been trained as clinical faculty to assume more responsibility for supervision of student teachers/interns. The other member of the support team for a student teacher intern is the university supervisor, who may be regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area.

The purpose of this Student Teaching/Internship Manual is to provide guidance for the team of student teacher, clinical faculty/cooperating teacher, and university supervisor during student teaching/internships in Secondary Education (all endorsements), Foreign Language (all endorsements), English As A Second Language, and in Music Education (Vocal or Instrumental) and Physical Education/Health Education. The Health/Physical and Music Education Teacher Licensure Programs are undergraduate programs and therefore some variations in procedures. A copy of the Health/Physical Education Teacher Licensure Handbook is available in the P.E. Building, Room 205.

This manual does not attempt to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other training provided to members of the team, and help is available for the asking. Additional information on these topics is available in the following resource materials, which are available for reference in the Johnson Center Library.

ELIGIBILITY FOR STUDENT TEACHING/INTERNSHIP

Eligibility for student teaching/internships requires good academic standing; satisfactory completion of all other coursework in the licensure program and submission of scores on the Praxis I tests for Reading, Writing, and Mathematics. The Professional Licensure Committee (PLC) acts on requests for waivers of requirements and for approval of on-the-job internships. Send all waiver request to La-Tressa Lane Higgins.

STUDENT TEACHING/INTERNSHIP PLACEMENTS

Requests for placements are processed in the Office of Student and Faculty Services (OSFS) based on students’ applications and the availability of clinical faculty, i.e., classroom teachers who have training in the supervision and support of student teachers/interns. If clinical faculty are not available, student teachers/interns are placed with experienced and otherwise qualified cooperating teachers recommended by principals.

Placements also depend on the school divisions’ conditions for accepting student teachers/interns and the availability of teachers to supervise. For example, Fairfax County Public Schools attempts to equalize the number of students placed in each administrative area. In Arlington County, students may be interviewed before placement. All school divisions require submission of transcripts and documentation of testing for TB.

Assignments of university supervisors are made immediately before the semester begins on the basis of their expertise and teaching/research loads. Qualified graduate assistants and adjunct faculty are employed as university supervisors when regular faculty are not available.
Changes in student teaching/internship placements and university supervisor assignments are made rarely and only for serious reasons. Such changes must be coordinated through OSFS, which also must be informed of changes in cooperating teacher/clinical faculty assignments and in the interns’ names, addresses, and phone numbers.

**LENGTH OF STUDENT TEACHING/INTERNSHIP**

GMU 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 except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher/clinical faculty.

**FORMAT FOR STUDENT TEACHING/INTERNSHIP**

Student teachers/interns in the Early Childhood, Middle Education, Foreign Language, English as a Second Language, Music, and Physical Education/Health programs spend half of the student teaching/internship period at one grade level, then switch to another grade level (and often to another school). Student teachers/interns in the Secondary Education program usually stay with one teacher’s classes for the entire semester, although split assignments may be approved by the Director of Student and Faculty Services. Discipline-specific experience in grades 6-12 counts toward meeting Secondary Education licensure requirements.

In all cases, the student teacher/intern begins by observing and co-teaching, and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects.

However, student teachers/interns should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

**Summary of Schedules for Student Teaching**

Early Childhood Education (EC), Middle Education (ME), Foreign Language (FL), English as a Second Language (ESL), Secondary Education (SEC), Physical Education/Health (PE-H), and Music Education (MUS)

<table>
<thead>
<tr>
<th>Prior to First week</th>
<th>Visitorschool(s). Meet principal(s). Purchase manual. Attend orientation to meet US, review requirements, receive material for CF/CT.</th>
<th>Conduct school-based orientation. Review student teaching plan with ST &amp; US. Teams plan and teach (co-teaching). Begin observations (CF) and progress reports (CF/CT).</th>
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<tr>
<td>Weeks 1-4 and 8-11 for EC/ME/FL/ESL/PE-H/MUS</td>
<td>Orientation to school and/or class(es). Observe and assist. Co-plan/co-teach beginning with 1-2 sections or specific lessons. Prepare notebook for lesson plans and observation/progress reports.</td>
<td>Contact CF/CTs and visit sites to meet principals and CF/CTs. Clarify procedures. Schedule observations as feasible.</td>
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<tr>
<td>Weeks 1-4 SEC</td>
<td>Conduct at least 4 observations (fewer for ST with CF) with written reports and feedback conferences. Review reports from CF/CT. Confer before,</td>
<td></td>
</tr>
<tr>
<td>Weeks 4-7 and 11-14 for EC/ME/FL/ESL/PE-H/MUS</td>
<td>Gradually assume full responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc.</td>
<td>Conduct at least 4 observations (fewer for ST with CF) with written reports and feedback conferences. Review reports from CF/CT. Confer before,</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES OF THE TEAM

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

The Student Teacher/Intern

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 video taping of at least one lesson in each placement, and analyze your performance using the Summary Observation Report form.
- Prepare and present a Professional Development Portfolio (Appendix I) which documents your development as a reflective and capable teacher.
- Complete the evaluations of the university supervisor and cooperating teacher/clinical faculty (App. J)

The Clinical Faculty/Cooperating Teacher

The clinical faculty member or cooperating teacher serves as role model, instructor, and coach for the student teacher/intern. The major difference in the roles is that clinical faculty have been trained to assume some responsibilities of the university supervisor, i.e., for formal supervision and evaluation of instruction.

The classroom teacher’s primary responsibility is for his or her pupils’ welfare and learning. Therefore, supervising a student teacher/intern requires careful planning of the transition to independent teaching and good judgment about the student teacher’s/intern’s readiness.
• Treat the student teacher/intern as a colleague in order to increase students’ and parents’ acceptance.
• Co-plan and co-teach during the first month of working together.
• Talk regularly, especially about why you make instructional decisions.
• Build confidence by having the student teacher/intern gradually assume responsibility for instruction.
• Oversee the student teacher’s/intern’s planning, and monitor the assessment of your pupils’ learning.
• Withdraw gradually from your classroom during the independent teaching period, shifting authority and responsibility to the student teacher/intern.
• Assist with video taping of the student teacher’s/intern’s performance.
• When giving feedback, encourage reflection and self-analysis.
• Be open and honest about areas needing improvement, and provide assistance as feasible.
• Discuss any concerns or problems with the university supervisor.
• Introduce the student teacher/intern 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 intern and university supervisor.
• If trained as clinical faculty, conduct at least two formal observations for split assignments and four for others, with pre- and post-conferences and written reports.
• Give advice and support during the student’s portfolio development.
• Provide the candidate with a recommendation for employment, if warranted.
• Complete the evaluation profile and reach consensus with the university supervisor on the grade(s).
• Complete the evaluation of the university supervisor (Appendix J).

University Supervisor

The university supervisor serves as a link between the school and the university, providing support and guidance to both student teacher/intern and clinical faculty or cooperating teacher. When working with trained clinical faculty, the university supervisor becomes more of a facilitator for the supervisory functions carried out by the clinical faculty member. In either case, the university supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student teachers/interns.

• Be accessible to student teachers and school staff through regular visitations and by phone.
• Encourage open communication within the team and a collaborative approach to supporting the student.
• Provide guidance on policies and procedures for student teaching. Check to ensure that they are followed.
• Conduct at least four formal observations, with pre- and post-conferences and written report, for each student teacher, except those being supervised by clinical faculty. In such cases, formal observations may be reduced to two. Observations should be of different classes or subject areas.
• Promote reflective practice through interactive clinical supervision, reviewing student teacher’s/intern’s journals, encouraging self-analysis, and guiding development of the optional Professional Portfolio.
• Keep OSFS informed of major problems or of changes in the student teaching placement.
• Facilitate the record keeping and documentation necessary for licensure and administration of the program.
• Coordinate evaluation and grading of the student’s performance, including the development and presentation of the Portfolio.
• Provide the candidate with a recommendation for employment, if warranted.
• Complete the evaluations of the cooperating teacher/clinical faculty (Appendix J).

DOCUMENTATION

The Student Teaching Manual contains all forms, which must be submitted to OSFS at the end of the student teaching/internship experience (except for the forms required for compensation of clinical faculty/cooperating teacher). These forms should be copied as needed. Folders containing the Student Teaching Manual and other information for university supervisors and clinical faculty/cooperating teachers are distributed at the
scheduled Student Teacher/Intern Orientation or afterward in OSFS, Robinson A307. Students deliver the folders to their clinical faculty/cooperating teachers unless teachers have requested the materials earlier. These folders should be used to collect and submit documentation to OSFS through the university supervisor. Students should be provided copies of all documents.

*Student teachers/interns* must provide **daily lesson plans** for review by the clinical faculty/cooperating teacher and for the university supervisor as requested. The format may be mutually determined, but should include the elements shown in Appendices C (1-3). **Lesson plans and all other documentation should be kept in a notebook** for review by the university supervisor during observation visits. This notebook becomes a valuable record of progress and a source of materials, which may be used in the Professional Portfolio for evidence of professional growth or a job search.

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

Students also keep a **daily log** of hours. The **log** (Appendix E) and **summary** (Appendix F) are kept in the notebook and submitted to the university supervisor upon completion of student teaching/internship.

Student teachers/interns also make journal entries, which are kept in the notebook for review by the university supervisor and clinical faculty or cooperating teacher. Such journal entries also may fulfill requirements for courses taken during the student teaching/internship experience, e.g., EDCI 723/737 and EDRD 614.

**Clinical faculty and cooperating teachers** complete parts 2 and 3 of the **Progress Report** (Appendix D) once every two weeks. Clinical faculty also completes **Summary Observation Reports** (using the format in Appendix G) approximately once a week during the peak period of independent teaching, for a total of two or four observations.

At the end of the placement, the clinical faculty/cooperating teachers complete the interim or final **Profile for Evaluation** (Appendix H) and reach consensus with the university supervisor about the assignment of a **grade** and verify the **hours** reported (Appendix F).

**University supervisors** provide their students with a **Summary Observation Report** for each classroom observation (using the format in Appendix G), which is shared with the clinical faculty/cooperating teacher.

Student teachers/interns who are placed with cooperating teachers should be observed approximately weekly after they begin to teach independently. Student teachers placed with clinical faculty may be observed less frequently unless there is a need for special assistance.

The university supervisor completes an interim and final **Profile for Evaluation of Student Teacher/Interns** (Appendix H) and reaches consensus on the grade with the cooperating teacher/clinical faculty member.

Signatures are necessary to verify such consensus and that the form has been reviewed by the student and the principal (or designee). The National Council for Accreditation of Teacher Education (NCATE) requires at least such participation by the principal.

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

Students who are guest matriculants from other universities may require completion of different or additional documentation as described in materials provided to their university supervisors and cooperating teachers.

Travel vouchers for university supervisors also are submitted to OSFS. Instructions and forms are provided at the beginning of each semester.
GRADING POLICY

The Graduate School of Education has approved the following grading policy for EDCI 790 and EDSE 790. These changes will not affect the grading scales for student teaching for Music Education or Health/Physical Education.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for counseling and administrative internships.

2. Degrees of Satisfactory performance by an intern in Early Childhood Education, Middle Education, Secondary Education, Special Education, or the Unified Transformative Early Education Model will be documented on the Evaluation Profile and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university supervisor.

3. The cooperating teacher(s)/clinical faculty member(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the intern’s performance.

4. A graduate intern who receives a No Credit grade or an undergraduate 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. (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)

5. An intern or student teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for graduate students or to A-F for undergraduates upon completion of requirements - usually before the beginning of the next semester.

6. 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 the internship or student teaching. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

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 an internship or 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 INTERNS

Occasionally interns and student teachers need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, university supervisor, clinical faculty/cooperating teacher, and principal develop an individualized plan collaboratively. The Director of Student and Faculty Services, who will involve the student’s advisor, must approve the plan.
Some of the ways to provide special support for an intern or student teacher are:

- Arranging for observation of another student or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the school to provide a better match of student and clinical faculty/cooperating teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Sending the student to the GMU Counseling Center for personal or therapeutic support.
- Sending the student to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Sending the student to the GMU 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/INTERNSHIP REGULATIONS

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

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

Substituting. Students who have met school division requirements may be employed as paid substitute teachers, but only for their clinical faculty/cooperating teachers. Permission to substitute more than 3 days per semester must be given by the university supervisor. Approval of long-term substituting (more than a week) requires consultation by the university supervisor with the Director of Student and Faculty Services.

Professional and Legal Responsibilities. Student teachers/interns 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. **Outside employment is strongly discouraged.**

Students are legally responsible for exercising “reasonable care” for pupils’ 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 GMU policies regarding student records will be followed. A student teacher’s evaluations may be shared with the clinical faculty/cooperating teacher, university supervisor, and responsible administrators until the university supervisor submits the student’s cumulative folder to OSFS. After that time, access will be in accordance with the Privacy Act. No materials will be released by OSFS 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.

Recommendations. Most prospective employers expect applicants to submit recommendations in some form
from their clinical faculty/cooperating teacher(s) and university supervisor. It is reasonable to limit each student
teacher/intern to one narrative recommendation, but to complete checklists for more than one school division. If
a negative recommendation is warranted, the candidate should be told. GMU Career Services no longer
maintains credential files but can provide advice on self-management of essential documents.

REGULATIONS FOR LICENSURE IN VIRGINIA

In 1998, the Virginia Board of Education approved revised regulations for licensure of school personnel. These
new 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.

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

At GMU, newly state-approved programs aligned with the revised licensure regulations will be implemented in
1999 and 2000. However, the current programs for which this Manual was written will produce teachers who
are eligible for licensure and endorsements in current state-approved programs. The current state-approved
programs at GMU incorporate the Virginia Standards of Learning and Standards for Technology.

APPENDICES

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

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

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

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

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

Subject/Grade_______________________
Date_______________________

Student Teacher’s/Intern’s Name____________________________________________________

<table>
<thead>
<tr>
<th>Lesson’s Objective</th>
<th>Strategies and Techniques Observed</th>
<th>Questions/Insights</th>
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# EXPERIENCE CHECKLIST

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

## Activities:
- Bulletin Board
- Use of Library
- Field Trip
- Fire Drill
- PTA/PTO meeting
- Back-to-School Night
- Parent Conference
- Calls to Parents
- Parent Newsletter
- Eligibility Conference
- Mock Job Interview
- Other

## Instruction and Assessment (K-6):
- Reading
- Writing
- Spelling
- Oral Language
- Handwriting
- Mathematics
- Social Studies
- Science
- Health
- Physical Science
- Music
- Art

## Equipment:
- Computer
- Printer
- Copier
- Video Disk Player
- VCR
- Audio Tape Recorder
- CD or Record Player
- Slide Projector
- Opaque Projector
- Overhead Projector
- Manipulatives
- Listening Station
- Other

## Observations:
- LD Resource
- PE
- Music
- Art
- ESL
- Gifted/Talented
- Reading Specialist
- Speech Clinician
- Extra or Co-Curricular Activities
- Other

## Records:
- Cumulative Folders
- Work Samples
- Anecdotal Records
- Attendance Records
- Grade Book
- Report Cards
- Accident Report
- Emergency Cards
- Referral Forms

## Test Administration or Interpretation:
- Teacher-made
- COGAT
- Stanford 9
- Degrees of Reading Power (DRP)
- Virginia Standards of Learning
- Readiness test/inventory
- Other

## Duties:
- Playground
- Cafeteria
- Bus
- Hall
- Other

## Other
LESSON PLAN ELEMENTS
(Suggested for Secondary)

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.

The lesson plans included in Appendices C-2 and C-3 are used in both university coursework and the internships for Early Childhood and Middle Education. They are designed to 1) help students plan discipline-related content in their methods courses; 2) facilitate the intern’s thinking on all aspects of planning for meaningful learning experiences for children; 3) provide a framework for discussion about teaching practice between the intern, university supervisor, and clinical faculty/cooperating teacher.
LESSON PLAN FORMAT

Intern____________________________________Grade Level________________________________

Lesson Topic/Subject______________________________________________________________

Date/Time______________________________________________________________

I. Lesson Overview

   Concept:
   Objective:
   Grouping Practices:
      - Homogeneous/heterogeneous
      - Number of children per group(s)
      - Self or teacher directed
      - Transition in/transition out
      - Role of the teacher

II. Teaching/Learning Procedures

   A. Objective(s) for each group

   B. Introductory Activity(ies)
      - Access prior knowledge
      - Access student interest(s)

   C. Developmental Activity(ies)
      - Learning strategies
      - Active learning experiences
      - Higher level thinking

   D. Summary Activity(ies)
      - Closure for lesson
      - Follow-up experiences

III. Materials

   A. Students

   B. Teacher
IV. Family-School Connection

- Family/child conversations
- Letter
- Telephone
- Monthly calendar
- Home activity
- Other

V. Adaptations for Individual Learners and Developmental Needs

- ESL
- Behavioral & Developmental Needs
- Diversity
- Multiple Intelligences
- Learning Styles
- Other

VI. Orchestration and Monitoring

- “Kidwatching”
- Ensuring active engagement
- Introducing activities and experiences
- Monitoring Progress
- Transitions
- Forms of Feedback
- Management Procedures

VII. Assessment

- Anecdotal Records
- Teacher Observation
- Student Work Samples
- Checklist
- Student Report
- Other

VIII. Effectiveness of Lesson

A. Objective(s)
   Did you meet your lesson objective? What are your next steps?

B. Reflection on Self/Teaching

Describe the children’s responses to your lesson. Identify the aspects of your lesson (i.e., items selected from I - VI on this form) that went well and why they went well. Also, identify the aspects of your lesson (i.e., items selected from I-VIII on this form) that did not go well and why that might have happened. Address the changes you plan to make when developing a similar lesson at another time.
SUGGESTED LESSON PLAN FORMAT

Intern: ___________________________ Grade Level: ___________________________

Subject/Topic: ___________________________ Date/Time: ___________________________

1. Objectives:
   a. State what you expect the students to be able to do as a result of this instruction.
   b. List national, state, and local objective numbers (as determined by supervisor).

2. Materials:
   a. List the books, equipment, and other materials to be used by the students.
   b. List the materials used by the teacher in teaching the lesson. This includes any equipment or technology tools.

3. Learning Experiences:
   For each part, provide sufficient detail to (a) cause you to think the lesson through from beginning to end, (b) enable a substitute to teach the lesson with a minimum of preparation, and (c) enable you to reorient yourself should this be necessary during the process of teaching the lesson. Give estimated times for each part of the lesson.
   a. Introduction. Explain what you will do to introduce the lesson and connect to students’ prior knowledge.
   b. Instructional Strategies. Describe what the teacher and students will do.
   c. Closure. Explain how you will close the lesson. For example, what questions will you ask of the students to summarize the day’s learning?

4. Assessment:
   a. Outline the procedures and criteria you will use in assessing each of the objectives stated above.
   b. Provide copies of assessments (any tests, rubrics, observational checklists, format for anecdotal notes, etc.).

5. Reflection on Lesson:
   a. After teaching the lesson, note where you succeeded or failed with respect to your objectives.
   b. State the action you plan to take.

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

Student Teacher/Intern: ___________________________ Period _________ to ____________

Cooperating Teacher/Clinical Faculty: ____________________________

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

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

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

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

Teacher’s Signature _______________________ Date ____________

Student Teacher’s/Intern’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 200 hours in supervised classroom experience, of which 150 hours must be in direct teaching activities at the level of endorsement. The GMU state-approved program requires more than the state’s minimum requirements. However, in unusual circumstances, the Director of Student and Faculty Services may approve termination of student teaching/internship after a student meets minimum requirements.

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

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

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

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

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

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

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

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

Student Teacher/Intern: ___________________________ Log Sheet #: __________

Verified by Cooperating Teacher/Clinical Faculty: ________________________________

(Signature)

Reviewed by University Supervisor: _____________________________________________

(Signature)

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

Student Teacher/Intern: ________________________________  □Spring  □Fall Yr______

License: ________________________________  Endorsement: ________________________________

Examples:  Early Childhood Education + ESL Endorsement  
Middle Education + ESL Endorsement  
Secondary Education + Subject Area Endorsement  
Music Education + Instrumental or Vocal/Choral Endorsement  
Physical Education + Health Endorsement

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

□ Cooperating Teacher or
□ Clinical Faculty (1)______________________________  Grade/Subject(s)______________________________  Taught by Student Teacher/Intern
□ Cooperating Teacher or
□ Clinical Faculty (2)______________________________  Grade/Subject(s)______________________________  Taught by Student Teacher/Intern

University Supervisor ________________________________
□ Regular Faculty  □ Adjunct Faculty  □ Graduate Assistant

Totals from Log Sheets

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

Date __________________________

Student Teacher/Intern: ____________________________ School: __________________________

Observer: ____________________________  □ Clinical Faculty or □ University Supervisor

Activities Observed: ____________________________ Grade/Subject(s): __________________________

PREPARATION/PLANNING:

INSTRUCTIONAL METHODS/ASSESSMENT:

CLASSROOM MANAGEMENT/CLIMATE:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Other Supervisor’s Signature ____________________________ Date __________________________

Student Teacher’s/Intern’s Signature ____________________________ Date __________________________
George Mason University
Graduate School of Education

Appendix H

PROFILE FOR EVALUATION OF
STUDENT TEACHERS/INTERNS

Student Teacher/Intern: ____________________________ School: ______________ Subject(s)/Level(s): __________

Evaluator: ____________________________ □ Univ. Sup. □ Clin. Fac./Coop Tchr. or □ Intern □ Spring □ Fall Yr____

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

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

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

Performance Rating Scale

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

The interim or final grade is based on this profile, but may not be numerically correlated.
Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress
Undergraduate Grading Scale: A=Excellent; B=Good; C=Satisfactory; D=Marginal; F=Unsatisfactory; IP=In Progress

PLANNING AND PREPARATION

1. Using curriculum guidelines develops unit and lesson plans to meet the developmental and
   academic needs of diverse learners. _______

2. Describes instructional objectives in terms of learning outcomes. _______

3. Plans a sequence of activities, which are focused on achievement of the instructional objective(s). _______

4. Selects learning experiences and materials to accommodate different styles and levels of learning. _______

5. Relates activities to students’ interests, knowledge, and experiences. _______

6. Integrates materials and activities, which promote equity (including gender equity) and infuse
   multicultural elements in lessons. _______

7. Gathers, creates, and organizes materials and equipment in advance. _______

8. Plans for using various methods to assess students’ learning. _______

9. Collaborates with other teachers and specialists in planning. _______

Comments: (Use reverse side if needed.)
INSTRUCTION AND ASSESSMENT

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

Comments: (Use reverse side if needed.)

CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

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

Comments: (Use reverse side if needed.)
## PROFESSIONAL AND PERSONAL DEVELOPMENT

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

Comments: (Use reverse side if needed.)

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

Clinical Faculty/Cooperating Teacher  Date

University Supervisor  Date

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

Student Teacher/Intern  Date

Principal (or Designee)  Date

The information on this form becomes part of the student’s confidential record, and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment 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 intern’s teaching experiences and growth. The portfolio synthesizes learning from the intern’s coursework and school-based experiences. Its purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. Quality teaching is not only a performance-based profession; it is an on-going learning process. A significant part of this process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these areas. As both a formative and summative document, the 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 internship/student teaching but is only one of several factors considered in determining the grade. A presentation and review of the portfolio will take place in a conference scheduled at the conclusion of each semester. The evaluation of the portfolio and its presentation will be integrated with the overall evaluation of the internship. Items from the Professional Development Portfolio may be included in a portfolio to be used during a job search, although that is not its primary purpose.

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

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

Portfolio Contents and Format

The 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 intern’s philosophy of education.
III. Professional Documentation - provides background information about you

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

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

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

Required Items:
- Reflective Statement
- Description of classroom

Optional Items:
- Diagram of room arrangement
- Photographs of bulletin boards

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

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

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

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

Required Items:
- Reflective Statement
- Evidence of communication with parents/families

Optional Items:
- Evidence of extra-curricular activities, team meetings, parent meetings
- Evidence of community collaboration with the classroom/school
Appendix I-1 (cont’d.)

VII. Technology in the Classroom

*Required items:*
- Reflective Statement
- Examples of use of different types of technology in the classroom

*Optional Items:*
- Student products - with appropriate permission
- Internet sites or software used/reviewed

VIII. Classroom Management Strategies

*Required Items:*
- Reflective Statement
- Successful (and unsuccessful) strategies you have used in the classroom

*Optional Items:*
- Discussion of how classroom management relates to your personal Philosophy of Education

IX. Assessment Strategies

*Required Items:*
- Reflective Statement
- Examples of assessment strategies you have used in the classroom

*Optional Items:*
- List of other strategies you would use in the future

**Role of the University Supervisor**

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

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

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

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

During each semester, there should be at least one opportunity for sharing the portfolios in progress with peers. This should be accomplished in small groups, as arranged by the University Supervisor.
Appendix I-1 (cont’d.)

Schedule for Portfolio Development

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

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

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

Bibliography


Appendix I-2

PORTFOLIO EVALUATION

Student: ___________________________________________ Date: ____________________________

University Supervisor: ________________________________________________________________

Directions: Please evaluate each of the areas below using the following rating scale:
5 = Excellent  4 = Good  3 = Satisfactory  2 = Marginal  1 = Unsatisfactory

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

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

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

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

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

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

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

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

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

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

_____ Overall Organization and Appearance of Portfolio

_____ Presentation by Intern

_____ OVERALL EVALUATION OF THE PROFESSIONAL DEVELOPMENT PORTFOLIO
(Use the back of this page for additional comments.)
Complete a separate form for each teacher, and return to the Office of Student and Faculty Services, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

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

Student Teacher/Intern: ______________________________ (optional)  ☐Spring ☐Fall Yr____

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

My cooperating teacher/clinical faculty member: ______________________________ (Circle One)

1. Was an effective model of methods/theories learned in my coursework. SA A D SD NA
2. Provided me with support and assistance as needed. SA A D SD NA
3. Provided continuous feedback on any strengths and needs. SA A D SD NA
4. Provided progress reports and observation summaries on schedule. SA A D SD NA
5. Demonstrated good interpersonal relations. SA A D SD NA
6. Was fair in evaluating my performance. SA A D SD NA

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

Evaluation of Program and Support Services

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

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

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

University Supervisor: ____________________________________________ (Name)
Student Teacher/Intern: ____________________________________________ (optional) ✷Spring ✷Fall Yr____

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

My university supervisor: ____________________________________________ (Circle One)

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

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

[ ] Outstanding [ ] Satisfactory [ ] Unsatisfactory

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

________________________________________

________________________________________
Appendix J-3

George Mason University
Graduate School of Education

Cooperating Teacher/Clinical Faculty Evaluation of University Supervisor

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

University Supervisor:__________________________________________________________

Cooperating Teacher/Clinical Faculty:______________________________________________

(Circle One)

Student Teacher/Intern:__________________________________________________________

☐ Spring ☐ Fall Yr________ School:________________________________________________

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

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

My university supervisor: (Circle One)

1. Maintained effective communications with me throughout the student teaching term. SA A N D SD NA

2. Was available to me when needed. SA A N D SD NA

3. Kept appointments or re-scheduled appropriately. SA A N D SD NA

4. Demonstrated knowledge of the student teaching program. SA A N D SD NA

5. Demonstrated sound practices of interpersonal relations in interactions with me. SA A N D SD NA

6. To the best of my knowledge, dealt fairly with the student teacher/intern. SA A N D SD NA

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

☐ Outstanding ☐ Satisfactory ☐ Unsatisfactory

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information. Thanks for your cooperation.
Complete a separate form for each teacher, and return to the Office of Student and Faculty Services, Robinson A307. Cooperating teachers/clinical faculty will not have access to the information as it appears on this form.

Cooperating Teacher/Clinical Faculty: ________________________________

(Circle One)  □ Spring  □ Fall  Yr____

Student Teacher/Intern: ________________________________

University Supervisor: ________________________________

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

1. Was an effective model of methods/theories taught in coursework.  SA  A  D  SD  NA

2. Provided the student teacher with support and assistance as needed.  SA  A  D  SD  NA

3. Provided continuous feedback on the student teacher’s strengths and needs.  SA  A  D  SD  NA

4. Provided progress reports and observation summaries on schedule.  SA  A  D  SD  NA
   (For clinical faculty only)

5. Demonstrated good interpersonal relations.  SA  A  D  SD  NA

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

□ Outstanding  □ Satisfactory  □ Unsatisfactory

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

Respondent:

☐ Student Teacher/ Intern
☐ University Supervisor
☐ Cooperating Teacher
☐ Clinical Faculty

1. Which sections of this manual were most helpful?

2. Were any sections of the manual confusing? Please be specific.

3. What changes would make the manual more useful?

4. Please evaluate Appendix H, the revised form for evaluation of performance.

Attach pages with suggestions for editing, and return to:
GMU Office of Student and Faculty Services
Robinson A307, MSN 4B4, Fairfax, VA 22030-4444
Thank you for your help!