Early Childhood Education Program (UTEEM)

Internship Manual

George Mason University
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THE GRADUATE SCHOOL OF EDUCATION
MISSION AND PRIORITIES

The mission of the Graduate School of Education and affiliated programs is to provide internationally recognized leadership for:

- developing reflective professionals who are leaders in research and practice;
- expanding and refining the knowledge base for teaching and learning, counseling, education leadership, and human development; and
- transforming higher education, schools, and other organizations through applied research, teaching and collaboration.

This mission is accomplished through:

- research and scholarship, teaching, and service focused on the real problems of schools and communities;
- providing historical and ethical perspectives as a foundation for advocacy and change;
- accredited programs for licensure and advanced study, designed and implemented with practitioners in response to the needs of the region;
- applications of technology for transforming teaching, learning, counseling and communications;
- flexible programs and services to meet the needs of diverse and non-traditional students; and
- helping other educational institutions and organizations achieve their goals.

An emphasis on the professional educator as a reflective practitioner is the central theme in the conceptual framework for the curriculum in all programs of the GMU Education Unit. Our goal is to develop professionals who will continuously reflect on and learn from their experience, making connections between theory and practice, and adding to the knowledge base for the profession and the disciplines.

Other programmatic themes--related to forces affecting K-12 and higher education in the region, state and nation--are reflected in these priorities identified by the Graduate School of Education faculty:

- Diversity and Equity
- Children, Families and Communities
- Scholarship and Professional Leadership
- High Standards and Research-Based Practice
- Effective Use of Technology
- Partnerships and Entrepreneurship
- Literacy for an Information Age
- Student-Centered Programs and Services

These priorities have been used systematically and persistently to maintain focus and direction, to guide program development and evaluation, for allocation of resources, and to improve the content and delivery of instruction.
INTRODUCTION TO THE EARLY CHILDHOOD EDUCATION (UTEEM) PROGRAM

The Central Role of the Internship

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 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.

The Unified Transformative Early Education Model (UTEEM) is an early childhood program of the Graduate School of Education established in the fall of 1995. The purpose of the program is to prepare teachers who feel comfortable, confident, and competent to work with culturally, linguistically, and ability diverse young children (Birth to age 8) and families in a variety of classroom and community settings. UTEEM provides a master’s degree in education and Virginia licensure and endorsement in three areas: Early Childhood Education (NK-Grade 3), Early Childhood Special Education (Birth to Five Years), and English as a Second Language. University class work and field based internships are continuously integrated throughout the course of study. Throughout this program, students complete four different internships, with infants and toddlers, preschoolers, in a K-3 elementary classroom, and a specialization internship negotiated between the intern and program faculty. These internships play a central role in the program, as they allow interns to continuously relate theory to practice. Most university course assignments are designed to be accomplished at the internship site, and a successful internship depends on the university supervisor, the cooperating professional, the student intern, and the university faculty working together to meet the objectives of the internship and to maximize what can be learned from each of the cooperating sites.

INFORMATION AND PROBLEM SOLVING

Many problems can be avoided by following instructions in this manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their clinical faculty/cooperating teachers, principals, and university supervisors before seeking help from the Office of Student and Faculty Services (OSFS). However, staff members in OSFS are available to provide information and assistance to principals and to all members of the student teaching/internship team.
EARLY CHILDHOOD EDUCATION PROGRAM (UTEEM)
INTERDISCIPLINARY CONCEPTUAL FRAMEWORK

The Early Childhood Education Program (UTEEM) was designed as a response to the changing needs and demographics of young children and their families and explicitly incorporates current research-based recommended practices in early care and education, early childhood special education, multicultural education, and bilingual education. By integrating these perspectives, it is our goal to prepare teachers who possess an arsenal of research-based effective instructional strategies and who can apply these to create welcoming culturally responsive classroom environments for diverse groups of young children and their families. The program also integrates key understandings from critical pedagogy and reflective practice. Readings, instructional strategies, and learning activities encourage students to consider their own experiences through a cultural lens, to consider the socio-cultural context of the children and families with whom they work, and to use teaching dilemmas to better understand their own practices in a socio-cultural context. The program is particularly interested in students gaining a better understanding of the key impact of race, ethnicity, linguistic heritage, poverty, and disability on children and families and their interactions with schools. As such every effort is made to place interns in community sites where they will interact with children and families whose experiences vary from their own. The following core values and beliefs underlie the program and have been derived from our interdisciplinary conceptual framework.

- Culture is the lens through which we view all experiences, actions, and interactions; therefore, understanding the cultural context of oneself and of children and families is essential for successful early care and education.
- Integrating recommended research-based practices from the disciplines of early childhood education, early childhood special education, multicultural education and bilingual education is essential for successfully teaching diverse young learners.
- Understanding the theory and practice of collaboration with other professionals and family members is a central task for educators working in communities with diverse learners and their families.
- Families play a central role in the lives of young children; therefore culturally responsive and effective teaching practices incorporate family ways of knowing and teaching and are responsive to family concerns, priorities, and preferred means of communication.
- Children benefit from inclusive services in home communities. Adaptive and assistive technologies provide opportunities for equity and access in inclusive settings.
- Effective early educators planfully create curriculum that addresses core content through age appropriate and culturally appropriate strategies and through individually appropriate adaptations that ensure access to the learning environment for all children.
- Supporting continuity between home language and culture and early education programs enhances learning for young children.
- Assessment of children engaged in authentic activities in natural environments yields improved understanding of their strengths, their unique needs and their learning styles.
- Skilled educators engage in an ongoing process of active reflection about their values, assumptions, beliefs and practices and how these impact their teaching and their interactions with children and families.
OVERVIEW OF COURSEWORK

The coursework is organized into strands that continuously link curriculum materials to field experiences. The Early Childhood Education UTEEM program of courses begin in the fall and are offered over four consecutive semesters and one summer session between the first and second years of study. The students meet alternating weeks throughout the first three semesters for intensive all day seminars. During the weeks opposite the seminars, the students are in their community internship placements. In the last month of the first three semesters, students spend at least three uninterrupted weeks in their field placements, as full time interns. During the fourth semester, students participate in a full time internship and in two advanced master’s courses offered in the evenings. Some students are approved for employment during this fourth semester and complete an on-the-job internship while they are enrolled in the advanced coursework.

The course of study for each semester is centered on children during a particular age group and therefore each semester the student intern is placed in a different field site.

First semester – preschool internship: The first semester is in a preschool site with children ages three to five years. During this semester, the purpose of the internship is to familiarize incoming students with preschool services as well as to provide them with their first time planning and implementing curriculum for young children. A key assignment for this semester involves students planning and implementing a thematic unit based on their assessment of children’s interests and preferences.

Second semester – infants, toddlers, and families: Internships for the second semester are in early intervention or community programs designed for infants and toddlers and their families. During this semester, students continue to refine their teaching skills while beginning to learn more about work with families. A key assignment of this semester is the family story. This assignment requires the student to learn from one family at that site through multiple interactions outside the classroom setting, including at least one home visit.

Third semester – K-3: The third semester internship is in a classroom setting, kindergarten through third grade. Students continue to refine their teaching skills and the skills of adapting curriculum for children with disabilities and for English language learners. They are also learning about the core content areas of the elementary curriculum. A key assignment during this semester occurs during the intersession when teams of students plan and implement a project-based learning experience to occur over a two-week intersession in a year round school. This assignment, the family and community project, enables students to demonstrate their ability to bring their understanding of their children’s families into the classroom curriculum.

Fourth semester – specialization internship: In the final semester, students may further specialize in one of the above age levels or be placed in a non-teaching setting to develop skills in advocacy, policy, or program development. Students and university faculty work together to negotiate an internship that matches the intern’s interests and assessed skill needs. During this semester, students may be employed and complete their internship on the job. A key internship-focused assignment to be accomplished this semester is the teacher action research project.

During the first three semesters, student interns begin by observing in the early education setting and gradually assume full responsibility for instruction during three uninterrupted weeks at the end of field internship. During the fourth semester, student interns in classroom settings assume full responsibility
after the first two weeks. In non-teaching settings, the goals, objectives, and schedule for assuming an independent role are determined in the first week of placement. Total internship hours for UTEEM far exceed state licensure requirements for field-based practica and independent teaching.

In each semester, all courses integrate the major understandings of four disciplines: 1) early childhood education; 2) early childhood special education; 3) multicultural education and 4) bilingual/second language acquisition. In addition, each course is infused with an appreciation for child and family diversity; an emphasis on collaboration with family members, other caregivers, and related professionals; an understanding of the importance of culturally and family relevant program practices; a focus on adapting curriculum to ensure access for all learners; and a focus on reflective practice through the systematic analysis of intern’s own teaching dilemmas.

The UTEEM course sequence is as follows:

**Fall, Year One: Focus on Ages Three to Five**
- EDUT 511: Universality and Diversity in Child and Family Development, Ages 3-5
- EDUT 512: Assessment of Diverse Young Learners, Ages 3-5
- EDUT 513: Language Development and Emergent Literacy for Diverse Learners, Ages 3-5
- EDUT 514: Creating Environments and Adapting Curriculum for Diverse Learners, Ages 3-5
- EDUT 790: Internship with Diverse Learners, Ages 3-5

**Spring, Year One: Focus on Ages Birth to Three:**
- EDUT 521: Infant/Toddler Development in Family and Cultural Contexts
- EDUT 523: Language Acquisition and Communication for Diverse Infants and Toddlers
- EDUT 524: Culturally, Linguistically, and Developmentally Appropriate Practices with Infants, Toddlers, and their Families
- EDUT 522: Family Assessment of Diverse Infants and Toddlers
- EDUT 790: Internship with Infants, Toddlers, and Their Families.

**Summer Session: General Master’s Coursework**
- EDRS 590: Education Research for Special Populations
- EDSE 517: Computer Applications for Special Populations

**Fall, Year Two: Focus on Kindergarten to Grade Three**
- EDUT 612: Development and Assessment of Diverse Learners, K-3
- EDUT 613: Language and Literacy Development of Diverse Learners, K-3
- EDUT 614: Integrating and Adapting Curriculum across Content Areas for Diverse Learners, K-3
- EDUT 615: Developing Concepts in Early Childhood Mathematics and Science for Diverse Learners, K-3
- EDUT 792: Internship Educating Diverse Learners, K-3

**Spring, Year Two: Specialization Semester and Advanced Master’s Coursework**
- EDUT 781: Frameworks for Unified Transformative Early Care and Education
- EDUT 782: Policy Perspectives Affecting Diverse Young Learners and Their Families
- EDUT 793: Specialization Internship Diverse Learners and Their Families
INTERNSHIP RESPONSIBILITIES:
SEMESTERS 1, 2, AND 3

Student internships are regarded as a critical component of teacher education programs. The Early Childhood Education Program (UTEEM) approach integrates this internship throughout the entire graduate program of study so that the student interns may practice educational approaches and methods learned through coursework immediately. In addition, the students gain experience working with diverse young children in a variety of settings under the guidance of at least four different educational practitioners. During the first semester, the internship is in a preschool setting with children ages three to five. The second semester is spent in a setting that serves infants, toddlers and their families. The third semester is in a classroom setting, kindergarten through third grade. In each of these semesters, the schedules are similar, with coursework and internship occurring on alternative weeks during the first two months, and full time internship taking place during the last full month. Students return to the university for a final week of classes and final exams.

The effectiveness of each internship experience depends upon the degree to which the training team – the Cooperating Professional, the Student Intern, the University Supervisor, and course instructors – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important. The program considers the student intern to be “a work in progress,” especially during the first through third semesters. The cooperating professional, with the assistance of the university supervisor, must be willing to act as a mentor by providing support and guidance for the student intern.

The Student Intern

The student internship is a time to integrate university classroom learning with “hands-on” experience. It is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Student interns must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs. In particular, student interns, should:

- Demonstrate initiative, responsibility, and resourcefulness.
- Become reflective practitioners, learning from other professionals, diverse young children and their families, and especially, from their own experiences, including mistakes.
- Ask for help, advice, feedback – and act on it as appropriate.
- Plan detailed daily activities.
- Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- Plan to videotape self several times over the course of the semester in order to engage in an in-depth analysis of one’s own teaching.
- Be responsible for maintaining an Internship Notebook, which includes progress reports, an accurate log of hours, and other documentation requested by cooperating professional and university supervisor.
- Follow the schedule established by the cooperating professional and supervisor during the semester.
- Share all syllabi with cooperating professional and plan for how assignments will be completed.
The Cooperating Professional

The cooperating professionals involved with the intern work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. Because sites differ, the cooperating professional has an important responsibility to be a mentor and instructor on issues specific to his/her workplace and the needs of the children and families that are served at that site. During the first three semesters, the intern’s program of study also consists of intense academic coursework. Course assignments and projects are developed to specifically link with site experiences.

Cooperating professionals must also be willing and flexible in accommodating the alternating week schedule and the final three weeks of full time placement. The intern benefits greatly from being able to learn from courses and immediately apply the knowledge in the field. The program faculty believes that this integration of knowledge and classroom experience results in a better prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families.

The following is a list of suggestions and responsibilities for the cooperating professional:

- Encourage student interns to find their own teaching style by permitting them to try their own techniques and approaches to teaching and learn from their successes and/or mistakes.
- Treat the student intern as a colleague to increase the children and parents’ level of acceptance.
- Confer regularly, especially about the rationale for educational decisions.
- Build confidence by having the student intern gradually assume responsibility for guiding behavior and instruction. By the three-week, full-time placement, the student should be prepared to take full responsibility.
- Oversee the intern’s planning; monitor his/her learning about the children and their families and offer feedback on both.
- Review course syllabi for assignments and assist the intern in planning for site-related work.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement; provide assistance as appropriate.
- Discuss any concerns or problems with the university supervisor on an on-going basis.
- Introduce your student intern to the full range of your duties, to the available resources at the site, and to all appropriate staff.
- Complete bi-weekly progress reports (Appendix U-6) with the student. The original should be given to the student for inclusion in their notebook.
- Participate in two 3-way meetings with the intern and the University Supervisor: one mid-semester to discuss progress and one at the end of the semester to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor). (see Appendices U-1 through U-4 for the forms appropriate to the semester).
- Provide the candidate with a recommendation for employment, if warranted.
- Complete and return paperwork necessary to be reimbursed as a cooperating professional.
University Supervisors

The university supervisor serves as a link between the school and the university, providing support and guidance to both the student intern and the cooperating professional. University supervisors play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student interns. The following is a list of responsibilities for the university supervisor:

- Meet with the student intern and cooperating professional to establish internship expectations, to determine schedule, and to review site-linked assignments. Clarify any questions or concerns about assignments with university faculty as soon as they come up.
- Be accessible to student interns and school or agency staff through regular visitations and by phone.
- Encourage open communication and a collaborative approach to supporting and providing feedback to the student intern.
- Provide guidance on policies and procedures for the student internship. Check to ensure that they are followed.
- Conduct at least two to three formal observations. Follow each observation report with a conference to discuss the written report (Appendix U-7 or U-9). Provide a copy of the observation report to the intern to be kept in their Notebook. Include a copy of the report in the folder you return to OTE.
- Review copies of bi-weekly progress reports and add to student folder.
- Guide development of teaching skills by promoting reflective practice through interactive supervision, reviewing Internship Notebook, and encouraging self-analysis.
- Participate in program staff meetings and share major concerns or changes in a timely manner.
- Facilitate the record keeping and documentation necessary for program administration and licensure.
- Participate in two 3-way meetings with the intern and the Cooperating Professional – one mid-semester to discuss progress and one at the end of the semester to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor).(see Appendices U-1 through U-4).
- Coordinate evaluation and grading of the student’s performance.
- Provide the candidate with a recommendation for employment, if warranted.
- Participate in monthly university supervisor meetings with UTEEM faculty.

The Supervision Visit

The supervision visit is a critical part of the internship. It is important that the observation be carefully planned by the whole team; therefore, there will be no surprise formal observations. The purpose of the visit is not to pass judgment on the intern; rather, its purpose is to promote reflection and to set goals that support change where needed.

Prior to any observation, the intern should:

- Remind the cooperating professional of the dates and times the university supervisor plans to visit.
• Have the internship notebook available for the university supervisor to review.
• Have detailed written plans available for the supervisor.
• Call the university supervisor to plan for the visit and to identify any specific targets for the observation.

INTERNSHIP RESPONSIBILITIES:
SEMESTER FOUR

The fourth semester internship is the culminating experience of the UTEEM program. As such, it differs in purpose, structure, and in many instances, type of placement. Interns go to their field site four days a week throughout the semester – returning to the university for two evening seminars. In addition, they take increased responsibility for establishing internship goals. Further, it is expected that they are able to assume greater responsibility earlier than in prior semesters and to function independently no later than mid-semester. Placements may provide interns the opportunity to refine or extend skills, or to learn about alternative non-teaching roles in early education and care. All fourth semester internship placements are individually negotiated with program faculty near the end of the third semester. In the fourth semester internship, the student, the cooperating professional, and the university supervisor develop an individualized contract or plan of action to identify expectations, goals, objectives, activities, and major projects (Appendix U-8).

The student interns may return to a classroom or early intervention setting to further strengthen their knowledge base in one particular area of early childhood education. In this case, the procedures for the student intern, cooperating professional and university supervisor are the same as in the first three semesters. Another option for fourth semester internship is placement in a non-teaching setting where the student intern may be involved in policy, advocacy, program development, administration, or inservice education for teachers and other early care professionals. While many expectations may be similar, some expectations have been adapted to better serve non-teaching placements (see Appendices U-4, U-8, U-9, and U-14).

The general responsibilities of the student intern, cooperating professional and university supervisor continue as in the first three semesters; however, two activities unique to the fourth semester will require additional collaboration between the intern, the cooperating professional and the university supervisor and faculty – these are the completion of the program portfolio and the completion of an action research project.

OTHER REQUIREMENTS FOR STUDENT INTERNS

Internship Notebook

The internship notebook is required of all interns. Student interns keep an ongoing notebook throughout all four semesters. The following items should be included:

• Log of hours – including hours co-teaching, independent teaching, other activities, hours with ESL students, and hours with special needs students.
• Worksheets for classroom observations
• Bi-weekly progress reports completed by cooperating professional and the intern
• Formal observation reports
• Other documentation requested either by the university supervisor or the cooperating professional.
• Activity and Lesson Plans.

Professional Development Portfolio

The professional development portfolio (U-16) is a collection of artifacts and writings that together serve as a reflective record of the student intern’s learning throughout the program. The program requires a formal presentation of the program portfolio and two points in the program, one at midpoint to monitor students’ progress in mastering the standards established by the National Association for the Education of Young Children and the Council for Exceptional Children’s Division of Early Childhood. The compilation of material synthesizes and integrates the student’s coursework and internship experiences. Material can be drawn from the required internship notebook, journals, and program related products. The purpose of the portfolio is to provide an overview of a student’s development from his/her own perspective and to provide the student with an opportunity to reflect about him/herself as a teacher and learner. By completing the portfolio, the student actively reflects on his/her professional development as a teacher. The portfolio is required for all program students, is maintained continuously throughout four semesters, and is presented as a formal product at the mid-point and in the final semester of the program. (see Appendix U-16).

GENERAL GRADUATE SCHOOL OF EDUCATION POLICIES FOR STUDENT INTERNSHIP

Attendance. Students maintain the same schedule as cooperating professionals, with the contract day as the minimum but not the norm. Typically, students follow the agency or school calendar, not the university calendar, until the end of the GMU semester.

Absences. Students follow the field site policy regarding notification of absences for illness. All other absences must be approved in advance by the cooperating professional and principal/director. The university supervisor must be notified of all absences and absences must be noted in the log of hours. 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. Permission to substitute more than three days per semester must be given by the university supervisor and the program coordinators.

Professional and Legal Responsibilities. Student interns are legally responsible for exercising “reasonable care” for pupils’ welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the intern is assigned. 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 intern’s evaluations may be shared with the cooperating professional, university supervisor, and responsible administrators until the university supervisor submits the student’s folder to the Office of Student and Faculty Services (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. In addition, all records of children and families that students may have access to during internships, MUST be kept confidential.
**Records Retention.** Contents of cumulative folders will be retained for one year after completion of student teaching/internship. After that, the transcript and the Summary Form will be the only available record. Therefore, students should keep their own copies of evaluations, observations, logs, summaries, and other records.

**Recommendations.** Most prospective employers expect applicants to submit recommendations in some form from their cooperating professional(s) and university supervisor(s). It is reasonable to limit each student 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.

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**GRADING POLICY**

The Graduate School of Education has approved the following grading policy for EDUTU internships:

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 program coordinators, in consultation with appropriate Graduate School of Education administrators, 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 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 program.
APPENDICES

Included in these appendices are forms that are essential for planning and evaluation during the student intern’s experiences at various sites. These forms should be copied as needed. Copies of the bi-weekly progress reports completed by the Cooperating Professional should be given to the University Supervisor. The University Supervisor will submit 2-3 or them, along with the summary observation reports and other documents listed below, to OTE at the end of the student’s internship. Students are responsible for obtaining copies of each of these documents for their Internship Notebook.

U-1 Profile for Evaluation of Student Interns: (Preschool, ages 3-5 years)
U-2 Profile for Evaluation of Student Interns: (Infants & Toddlers, ages birth – 3 years)
U-3 Profile for Evaluation of Student Interns: (School-age, Kindergarten – Grade 3)
U-4 Profile for Evaluation of Student Interns: Semester Four (Non-teaching site)
U-5 Intern Worksheet for ESL Field Experience
U-6 Bi-Weekly Progress Report (to be completed by Cooperating Professional)
U-7 Summary Observation Report (to be completed by University Supervisor)
U-8 Fourth Semester UTEEM Plan for Supervision, Non-Teaching Site
U-9 Summary Observation Report, Non-Teaching Site
U-10 Instructions for Log of Hours and Log of Hours Worksheet
U-11 Summary of Hours, Final Grade
U-12 Team Checklists (Semester 1, 2, 3)
U-13 Team Checklists (Semester 4 – Teaching Internship)
U-14 Team Checklists (Semester 4 – Non-Teaching Internship)
U-15 Cumulative Record of Experiences
U-16 UTEEM Portfolio Guidelines
U-17 Student Teacher/Intern’s Evaluation of University Supervisor
U-18 Student Teacher/Intern’s Evaluation of CT/CF
U-19 CT/CF Evaluation of University Supervisor
U-20 University Supervisor’s Evaluation of CT/CF
PROFILE FOR EVALUATION OF STUDENT INTERNS: SEMESTER ONE
Preschool, Ages 3-5

Student Intern__________________________ Center/School__________________________ Age Level_______
Evaluator: University Supervisor_____ Cooperating Professional_____ Student Intern_______

Recommended Mid-Semester Grade_________ End-of-Semester Grade__________

Use this list of standards and rating scale for assessment of the student intern’s performance. Assessment should be done as a team, with contributing members being the student intern, the cooperating professional, and the university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a continuing student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an entry level professional.

Performance Rating Scale
5 = Meets the standard consistently 4 = Meets the standard frequently
3 = Meets the standard occasionally 2 = Meets the standard inconsistently
1 = Meets the standard rarely NR = Not rated during this evaluation.

Comments must be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.

The final grade is based on this profile but is not numerically correlated.
Graduate Grading Scale: S=Satisfactory; NC=No Credit; IP=In Progress

<table>
<thead>
<tr>
<th>PLANNING AND PREPARATION</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop lesson plans, using center/school guidelines to meet the development and academic needs of diverse learners.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. Describes instructional objectives in terms of learning outcomes.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. Plans a sequence of activities over time that is focused on achievement of the instructional objective(s).</td>
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<td>_______</td>
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<tr>
<td>4. Selects learning experiences and materials to accommodate different styles and levels of learning.</td>
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<td>_______</td>
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<tr>
<td>5. Relates activities to children’s’ interests, knowledge, and experiences.</td>
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<td>6. Integrates materials and activities that promote equity (including gender equity) and infuse multicultural elements in lessons.</td>
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<td>7. Gathers, creates, and organizes materials and equipment in advance.</td>
<td>_______</td>
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</tr>
<tr>
<td>8. Plans for various ways of assessing children’s’ learning.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>9. Collaborates with other teachers and specialists.</td>
<td>_______</td>
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<tr>
<td>10. Plans for connection to family and community knowledge, experience and interests.</td>
<td>_______</td>
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</tbody>
</table>

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

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<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Uses a variety of developmentally appropriate techniques and strategies.</td>
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<td>Provides opportunities for children to participate actively and successfully at different levels.</td>
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<td>Provides opportunities for children to work and play independently and in cooperative groups.</td>
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<td>Encourages critical thinking and problem solving through prompts, questioning, and modeling.</td>
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<td>10</td>
<td>Keeps records of children’s progress.</td>
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<tr>
<td>11</td>
<td>Involves family and community members in learning activities.</td>
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</table>

**COMMENTS:** *(Use reverse side if needed.)*

### CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR

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<tr>
<td>1</td>
<td>Motivates children through interesting and challenging activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communicates high expectations while respecting individual differences and cultural diversity.</td>
<td></td>
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<tr>
<td>3</td>
<td>Creates an orderly and supportive environment by maintaining established routines.</td>
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<tr>
<td>4</td>
<td>Demonstrates courtesy and supportive environment by establishing routines.</td>
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<td>5</td>
<td>Manages time, space, and materials to provide a stimulating environment keeping children productively involved in learning.</td>
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<tr>
<td>6</td>
<td>Demonstrates ability to manage two or more classroom activities occurring simultaneously, with evidence of attention to each.</td>
<td></td>
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<tr>
<td>7</td>
<td>Guides children’s behavior and moral development through an emphasis on personal responsibility for common good.</td>
<td></td>
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<tr>
<td>8</td>
<td>Handles disruptive behavior or destructive behavior firmly and fairly.</td>
<td></td>
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<tr>
<td>9</td>
<td>Communicates regularly with parents and involves them in problem solving.</td>
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**COMMENTS:** *(Use reverse side if needed.)*
PROFESSIONAL AND PERSONAL DEVELOPMENT

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<td>1.</td>
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<td>2.</td>
<td>Demonstrates effort to continue learning both content and theory.</td>
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<td>3.</td>
<td>Reflects on his/her professional practice, including personal teaching and learning styles.</td>
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<td>4.</td>
<td>Seeks and welcomes assistance for improvement and problem solving.</td>
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<td>Can explain professional judgments on the basis of theory and experience.</td>
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<td>Engages in productive relationships with families.</td>
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<td>8.</td>
<td>Demonstrates fitness in terms of stamina, flexibility, and attitude.</td>
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<td>9.</td>
<td>Is responsible, dependable, and observant of center/school policies and procedures.</td>
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<td>10.</td>
<td>Projects a professional image in terms of demeanor and appearance.</td>
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<td>11.</td>
<td>Demonstrates effective oral communication skills.</td>
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<td>12.</td>
<td>Demonstrates effective written communication skills.</td>
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<tr>
<td>13.</td>
<td>Is respectful of families’ individual goals for their children.</td>
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<tr>
<td>14.</td>
<td>Demonstrates knowledge of cultural differences.</td>
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<td>15.</td>
<td>Displays sensitivity for the needs of culturally, linguistically, and ability diverse children with families.</td>
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Provide additional comments or explanations on the reverse side of this form or an attachment. Ratings and comments should be discussed together by all members of the team, the student intern, the cooperating professional, and the university supervisor.

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# PROFILE FOR EVALUATION OF STUDENT INTERNS: SEMESTER TWO

### Infant/Toddlers Ages: Birth to 3

**Student Intern** ____________________________  **Center/School** ____________________________  **Age Level** ______

**Evaluator:**
- University Supervisor______
- Cooperating Professional______
- Student Intern______

**Recommended Mid-Semester Grade______**  **End-of-Semester Grade______**

Use this list of standards and rating scale for assessment of the student intern’s performance. Assessment should be done as a team, with contributing members being the student intern, the cooperating professional, and the university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a **continuing** student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an **entry level** professional.

### Performance Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Meets the standard consistently</td>
</tr>
<tr>
<td>4</td>
<td>Meets the standard frequently</td>
</tr>
<tr>
<td>3</td>
<td>Meets the standard occasionally</td>
</tr>
<tr>
<td>2</td>
<td>Meets the standard inconsistently</td>
</tr>
<tr>
<td>1</td>
<td>Meets the standard rarely</td>
</tr>
<tr>
<td>NR</td>
<td>Not rated during this evaluation.</td>
</tr>
</tbody>
</table>

Comments must be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.

The final grade is based on this profile but is not numerically correlated.

Graduate Grading Scale:  S=Satisfactory; NC=No Credit; IP=In Progress

### PLANNING AND PREPARATION

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<th></th>
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<th>Midterm Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>Develops IFSP with short and long term goals that meet family needs and concerns and prioritizes and utilizes family resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Develops strategies to achieve goals on the IFSP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Plans child and family directed activities that are developmentally appropriate.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Selects activities and toys to accommodate diversity among children and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Relates activities to infant/toddler and family interests, knowledge, and experiences.</td>
<td></td>
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<tr>
<td>7.</td>
<td>Plans for various ways of assessing infant/toddler’s developmental progress.</td>
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<tr>
<td>8.</td>
<td>Collaborates with family, service coordinator and other professionals.</td>
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**COMMENTS:** *(Use reverse side if needed.)*
## INSTRUCTION AND ASSESSMENT

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<th>Midterm Rating</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses a variety of methods to continually promote and assess infant/toddler developmental progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Presents instructions for suggested family activities accurately and clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Provides opportunities for all family members to participate actively and successfully at different levels.</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Encourages infant/toddler’s social interaction, communication, and problem solving.</td>
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<td>5.</td>
<td>Uses materials appropriately to achieve instructional objectives.</td>
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<tr>
<td>6.</td>
<td>Uses technology appropriately to achieve instructional objectives.</td>
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<tr>
<td>7.</td>
<td>Adapts strategies for meeting goals, including involving families in playful interactions.</td>
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<tr>
<td>8.</td>
<td>Uses alternative assessment methods to determine family needs, concerns, priorities, and resources.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Keeps records of the infant/toddler’s developmental progress.</td>
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<tr>
<td>10.</td>
<td>Consults regularly with all other professionals involved with the family.</td>
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**COMMENTS:** *(Use reverse side if needed.)*

## PROFESSIONAL AND PERSONAL DEVELOPMENT

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<td>Demonstrates effort to continue learning both content and theory.</td>
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<td></td>
<td>Reflects on his/her professional practice and teaching dilemmas, including personal teaching and learning styles.</td>
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<td>Seeks and welcomes assistance for improvement and problem solving.</td>
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<td>Can explain professional judgments on the basis of theory and experience.</td>
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<td>Engages in productive relationships with professional colleagues and support staff.</td>
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<td>Engages in productive relationships with families.</td>
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<td>Demonstrates fitness in terms of stamina, flexibility, and attitude.</td>
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<td>Is responsible, dependable, and observant of program policies and procedures.</td>
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<td></td>
<td>Projects a professional image in terms of demeanor and appearance.</td>
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<td>Demonstrates effective oral communication skills.</td>
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<td></td>
<td>Is respectful of families’ individual concerns, priorities, and ways of knowing and teaching with their children.</td>
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Demonstrates knowledge of cultural context of children and families in the program.

Is respectful and responsive to family diversity.

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# PROFILE FOR EVALUATION OF STUDENT INTERNS: SEMESTER THREE

School Age, Kindergarten-Grade 3

Student Intern ____________________________  Center/School ____________________________  Age Level ________

Evaluator:  University Supervisor_______  Cooperating Professional______  Student Intern_____

Recommended Mid-Semester Grade________  End-of-Semester Grade________

Use this list of standards and rating scale for assessment of the student intern’s performance. Assessment should be done as a team, with contributing members being the student intern, the cooperating professional, and the university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a continuing student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an entry level professional.

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<tbody>
<tr>
<td>1.</td>
<td>Develop lesson plans, using center/school guidelines to meet the development and academic needs of diverse learners.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Describes instructional objectives in terms of learning outcomes.</td>
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<tr>
<td>3.</td>
<td>Plans a sequence of activities over time that is focused on achievement of the instructional objective(s).</td>
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<tr>
<td>4.</td>
<td>Selects learning experiences and materials to accommodate different styles and levels of learning.</td>
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<tr>
<td>5.</td>
<td>Relates activities to children’s’ interests, knowledge, and experiences.</td>
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<tr>
<td>6.</td>
<td>Integrates materials and activities that promote equity (including gender equity) and infuse multicultural elements in lessons.</td>
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<td>7.</td>
<td>Gathers, creates, and organizes materials and equipment in advance.</td>
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<td>9.</td>
<td>Collaborates with other teachers and specialists.</td>
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<td>10.</td>
<td>Plans for connection to family and community knowledge, experience and interests.</td>
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COMMENTS: (Use reverse side if needed.)

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

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<td>2. Presents content accurately and instructions clearly.</td>
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<td>3. Provides opportunities for children to participate actively and successfully at different levels.</td>
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<td>4. Provides opportunities for children to work and play independently and in cooperative groups.</td>
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<tr>
<td>2. Promotes an environment for success while respecting individual differences and cultural diversity</td>
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<td></td>
</tr>
<tr>
<td>3. Provides a secure and supportive environment by maintaining established routines</td>
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<td>4. Manages time, space, and materials to provide a stimulating environment keeping children productively involved in learning.</td>
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<td>5. Demonstrates ability to monitor two or more activities within the environment occurring simultaneously, with evidence of attention to each.</td>
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<td>6. Promotes continuity between home and school environments.</td>
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<tr>
<td>7. Creates and environment that encourages family participation at school.</td>
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### COMMENTS: (Use reverse side if needed.)
### PROFESSIONAL AND PERSONAL DEVELOPMENT

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<tr>
<th></th>
<th>PROFESSIONAL AND PERSONAL DEVELOPMENT</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
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<tbody>
<tr>
<td>1.</td>
<td>Possesses the basic skills and knowledge needed to guide development of children and families.</td>
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<tr>
<td>2.</td>
<td>Demonstrates effort to continue learning both content and theory.</td>
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<td>3.</td>
<td>Reflects on his/her professional practice, including personal teaching and learning styles.</td>
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<td>4.</td>
<td>Seeks and welcomes assistance for improvement and problem solving.</td>
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<td>5.</td>
<td>Can explain professional judgments on the basis of theory and experience.</td>
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<td>6.</td>
<td>Engages in productive relationships with professional colleagues and support staff.</td>
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<td>7.</td>
<td>Engages in productive relationships with families.</td>
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<td>8.</td>
<td>Demonstrates fitness in terms of stamina, flexibility, and attitude.</td>
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<td>9.</td>
<td>Is responsible, dependable, and observant of center/school policies and procedures.</td>
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<td>10.</td>
<td>Projects a professional image in terms of demeanor and appearance.</td>
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<tr>
<td>11.</td>
<td>Demonstrates effective oral communication skills.</td>
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<tr>
<td>12.</td>
<td>Demonstrates effective written communication skills.</td>
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<tr>
<td>13.</td>
<td>Is respectful of families’ individual goals for their children.</td>
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<tr>
<td>14.</td>
<td>Demonstrates knowledge of cultural differences.</td>
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<tr>
<td>15.</td>
<td>Displays sensitivity for the needs of culturally, linguistically, and ability diverse children with families.</td>
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</table>

**COMMENTS:** *(Use reverse side if needed.)*

Provide additional comments or explanations on the reverse side of this form or an attachment. Ratings and comments should be discussed together by all members of the team, the student intern, the cooperating professional, and the university supervisor.

<table>
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<tr>
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<tr>
<td>Date</td>
<td>Date</td>
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<tr>
<td>Student Intern</td>
<td>Student Intern</td>
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<td>Date</td>
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</tbody>
</table>

(The signatures above indicate review of this evaluation profile rather than agreement.) 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.)
PROFIE FOR EVALUATION OF STUDENT INTERNS: SEMESTER FOUR  
Non-Teaching Setting

Student Intern ____________________________  Center/School ____________________________  Age Level ________
Evaluator: University Supervisor____  Cooperating Professional____  Student Intern____

Recommended Mid-Semester Grade________  End-of-Semester Grade________

Use this list of standards and rating scale for assessment of the student intern’s performance. Assessment should be done as a team, with contributing members being the student intern, the cooperating professional, and the university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a continuing student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an entry level professional.

Performance Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Meets the standard consistently</td>
</tr>
<tr>
<td>4</td>
<td>Meets the standard frequently</td>
</tr>
<tr>
<td>3</td>
<td>Meets the standard occasionally</td>
</tr>
<tr>
<td>2</td>
<td>Meets the standard inconsistently</td>
</tr>
<tr>
<td>1</td>
<td>Meets the standard rarely</td>
</tr>
<tr>
<td>NR</td>
<td>Not rated during this evaluation.</td>
</tr>
</tbody>
</table>

Comments must be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.

The final grade is based on this profile but is not numerically correlated.

Graduate Grading Scale:  S=Satisfactory; NC=No Credit; IP=In Progress

<table>
<thead>
<tr>
<th>PLANNING AND PREPARATION</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops long and short term goals and objectives that are beneficial to the school or agency.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>2. Goals and objectives are reflective of school or agency standards and values.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3. Develops strategies to meet goals and objectives.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>4. Develops timelines to meet goals and objectives.</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5. Selects appropriate materials to meet goals and objectives.</td>
<td>______</td>
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<tr>
<td>6. Integrates materials and activities that promote equity and infuse multicultural elements into development of programs/products.</td>
<td>______</td>
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</tr>
<tr>
<td>7. Gathers, creates, and organizes materials and equipment in advance.</td>
<td>______</td>
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<tr>
<td>8. Collaborates with other professionals in the school or agency and community.</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

COMMENTS: (Use on reverse side if needed.)
### IMPLEMENTATION AND EVALUATION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Midterm Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uses a variety of strategies to meet goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Keeps to timeline to meet goals and objectives.</td>
<td></td>
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<tr>
<td>3</td>
<td>Facilitates on-going communication with other professionals to evaluate progress towards meeting goals and objectives.</td>
<td></td>
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<tr>
<td>4</td>
<td>Utilizes critical thinking and problem solving to achieve goals and objectives.</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Uses technologies and materials appropriately to achieve goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates ability to work autonomously and independently.</td>
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<tr>
<td>7</td>
<td>Incorporates action research into specific goal.</td>
<td></td>
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<tr>
<td>8</td>
<td>Provides written documentation of implementation and evaluation process.</td>
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</tbody>
</table>

**COMMENTS:** *(Use reverse side if needed.)*

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### PROFESSIONAL AND PERSONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Midterm Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possesses the basic skills and knowledge needed to reach goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Develops personal professional goals and initiates actions to meet them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reflects on his/her professional practice, as it relates to current internship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Welcomes assistance for improvement and problem solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Can defend professional judgments with professional colleagues, support staff and families.</td>
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</tr>
<tr>
<td>6</td>
<td>Engages in productive relationship with families, professionals, and support staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Projects a professional image in terms of demeanor and appearance.</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Is responsible, dependable and observant of school or agency policies and procedures.</td>
<td></td>
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<tr>
<td></td>
<td>Demonstrates effective verbal and non-verbal communication skills.</td>
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<tr>
<td></td>
<td>Demonstrates effective written communication skills.</td>
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**COMMENTS:** *(Use reverse side if needed.)*
Appendix U-4 cont.

Provide additional comments or explanations on the reverse side of this form or an attachment. Ratings and comments should be discussed together by all members of the team, the student intern, the cooperating professional, and the university supervisor.

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(The signatures above indicate review of this evaluation profile rather than agreement.) 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.
UTEEM ESL FIELD EXPERIENCE REPORT

Interns should use this form to document field experience in ESL settings with K-12 English language learners in elementary, middle, and secondary settings. Forms should be turned in to University Supervisors.

Intern Name: ____________________________ Date of Observation: ________________

Name of School: ____________________________ Age/Grade Level of Children: _________

Type of Program: ______________________________________________________________

Brief Description of Activity:

Strategies Observed - Specific to Type of Program (ESL, ECSE, Immersion, etc.):

Affective Dimension/Class Climate:

Reflection-Questions and Insights:
WEEKLY PROGRESS REPORT
(to be completed by Cooperating Professional when intern is on site)

Student Intern: ___________________________ Reporting Period __________ to __________

Cooperating Professional: ___________________________ Site: ___________________________

The Intern completes #1; the Cooperating Professional completes #2 and #3. The completed form goes into the internship notebook to be shared with the university supervisor.

1. Briefly describe your on-site work with children, families, and staff for this period. Emphasize major successes and difficulties.

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

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

Cooperating Professional ___________________________ Date __________

Student Intern ___________________________ Date __________
SUMMARY OBSERVATION REPORT
(to be completed by University Supervisor)

Student Intern: __________________________ Site: __________________________ Age of Children: ______

University Supervisor: __________________________ Date: __________________________

Brief Description of Activity Observed:

Preparation/Planning:

Instructional Methods/Assessment:

Classroom and Student Behavior Management:

Personal/Professional Development:

Recommendations:

University Supervisor’s Signature __________________________ Date __________________________
Student Intern’s Signature __________________________ Date __________________________
FOURTH SEMESTER
UTEEM PLAN FOR SUPERVISION
NON TEACHING SITES

STUDENT NAME: ____________________________________________

PLACEMENT SITE: __________________________________________

UNIVERSITY SUPERVISOR: _________________________________

COOPERATING PROFESSIONAL: ______________________________

TIME SCHEDULE:

MON:
TUES:
WED:
THURS:
FRI:

SUMMARY OF GOALS:
Note: Identified goals and objectives are documented on separate sheets. One goal per sheet. Strategies for meeting the goals must be listed with projected dates for completion.

ACTION RESEARCH PROJECT DESCRIPTION:

STUDENT: ____________________________________________ DATE: ____________

UNIVERSITY SUPERVISOR: ______________________________ DATE: ____________

COOPERATING PROFESSIONAL: __________________________ DATE: ____________
FOURTH SEMESTER
UTEEM PLAN FOR SUPERVISION
GOALS, OBJECTIVES AND STRATEGIES
NON TEACHING SITES

GOAL: 


OBJECTIVES:
1. 

2. 

3. 

STRATEGIES TO MEET GOALS:
1. 

DATE: 

2. 

DATE: 

3. 

DATE: 

4. 

DATE: 

5. 

DATE: 

6. 

DATE:
FOURTH SEMESTER
UTEEM PLAN FOR SUPERVISION
NON-TEACHING SITES
SUMMARY OBSERVATION REPORT

STUDENT: ___________________________ DATE: __________________

OBSERVER: UNIVERSITY SUPERVISOR____ COOPERATING PROFESSIONAL____

GOALS/OBJECTIVES:

BRIEF DESCRIPTION OF WHAT WAS OBSERVED:

PERSONAL/PROFESSIONAL DEVELOPMENT:

RECOMMENDATIONS:

Observer Signature ______________________ Date: ____________

Student Signature ______________________ Date: ____________
INSTRUCTION FOR LOG OF HOURS

In Virginia, the application for teacher licensure requires reporting the amount of time spent in certain activities during student internship. The state mandates a minimum of 200 hours in such activities, of which 150 hours must be independent teaching. The GMU state-approved program requires more than the state’s minimum requirements.

Students are encouraged to record times daily on the Log of Hours sheet. The log must be verified by the Cooperating Professional and reviewed by the University Supervisor. The student is responsible for maintaining this record as part of the Internship Notebook. It is the student’s responsibility to ensure that the log is current and verified/reviewed.

Students must document total number of hours spent in Co-teaching independent teaching and other activities.

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

Students must also record the Age and Developmental Level of the children at their site, as well as the number of children receiving services for English as a Second Language (ESL) and Special Education. Using this form (Appendix U-10) will ensure accuracy in the certification and licensure process.

Hours must be totaled by the Student Intern, verified (w/signature) by the Cooperating Professional and reviewed (w/signature) by the University Supervisor. During the last visit by the supervisor, the Student Intern must submit all totals, which may require estimating for the final days at the site. The University Supervisor will transfer these totals onto Appendix U-11 and submit to OTE with the intern’s file.
LOG OF HOURS

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

Student Intern: __________________________ Log Sheet # __________________

Verified by Cooperating Professional: ________________________________________

Reviewed by University Supervisor: ___________________________________________

Site________________________________ # Children/Families at site __________

Age/Grade of Children ______

Number of Children with limited English language proficiency (ESL) ______

Number of Children with Special Needs _____

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours in Co-Teaching</th>
<th>Hours of Independent Teaching</th>
<th>Hours of Other Site Based Activities</th>
<th>Total Hours Per Day</th>
</tr>
</thead>
<tbody>
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TOTAL _______ _______ _______ _______ _______ GRAND TOTAL
SUMMARY OF PLACEMENT, SUPERVISORS, HOURS, AND FINAL GRADE

Student Intern ____________________________________________ Semester ______________

Placement Site __________________________________________

Cooperating Professional ____________________________ Age/Grade Level ____________

Placement Site __________________________________________

University Supervisor ____________________________________

Number of Children at Site ______

Number of Students with limited English language proficiency (ESL) ______

Number of Children with Special Needs ______

<table>
<thead>
<tr>
<th>Summary of Time Spent in:</th>
<th></th>
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<tbody>
<tr>
<td>Independent Teaching</td>
<td>_____ hours</td>
</tr>
<tr>
<td>Co-Teaching</td>
<td>_____ hours</td>
</tr>
<tr>
<td>Other Activities</td>
<td>_____ hours</td>
</tr>
<tr>
<td>Total for Site-Based Activities</td>
<td>_____ hours</td>
</tr>
</tbody>
</table>

Overall % Time Spent with

Children with limited English proficiency   _____ %

Children with special needs                  _____ %

Student Intern Final Grade
### TEAM CHECKLISTS (SEMESTERS 1, 2 & 3)

#### Student Intern (SI)

**Prior to first week:**
- ___ Visit school. Meet CP and principal.
- ___ Attend OTE orientation to meet US and review requirements, receive material for CP.

**Week 1 - 2, on-site:**
- ___ Orientation to school and individual class.
- ___ Review student teaching program, semester class projects w/CP and US.
- ___ Observe and assist CP.
- ___ Teach 1-2 specific lessons.
- ___ Prepare notebook for lesson plans and observation reports.
- ___ Keep log of hours (App. E).

**Weeks 2 - 4, on-site:**
- ___ Gradually assume greater responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc.
- ___ Maintain Internship Notebook. Keep notebook current and give to US upon his/her arrival.
- ___ Confer with US as needed. Schedule tentative site visit dates of US and confirm with CP.

**Weeks 5 - 7, on-site:**
- ___ Assume full responsibility for teaching. Continue to follow through on all requirements for student internship.

#### Cooperating Professional (CP)

**Prior to first week:**
- ___ Plan for orientation of student intern to include all responsibilities related to teaching (parent conferences, faculty meetings, co-curricular activities).

**Week 1 - 2 w/intern:**
- ___ Conduct orientation.
- ___ Review student teaching program, semester class projects w/intern and US.
- ___ Team plan/teach.
- ___ Fill out Cooperating Teacher Pay Form and send to OTE.

**Weeks 2 - 4 w/intern:**
- ___ Gradually withdraw from teaching and presence in classroom.
- ___ Conduct weekly observation with written progress report (App. D) and feedback conferences.
- ___ Confer daily with SI.
- ___ Conduct 1st formal observation of intern performance (App. G) prior to the beginning of full time teaching period.
- ___ Mid-way conference - confer w/SI and US (App. H) on intern performance to date.

**Weeks 5 - 7, w/intern:**
- ___ Allow student intern to assume full responsibility of classroom.
- ___ Confer with SI and US on final evaluation of intern.
- ___ Make sure all written observation reports are turned in to US.
- ___ Evaluate US using form provided and send to OTE.

#### University Supervisor (US)

**Prior to first week:**
- ___ Attend OTE orientation to receive folders, meet w/students and communicate expectations.
- ___ Contact CP (phone or visit) to clarify process.

**Week 1 - 2 of student/site:**
- ___ Visit site for “Set the scene” observation. Make sure CP has folder with necessary forms.
- ___ Remind SI to maintain Internship Notebook and keep log of work hours (App. E).
- ___ Set up formal observation #1 & midway conference meeting(3way).

**Weeks 2 - 4 of student/site:**
- ___ Review Internship Notebook.
- ___ Conduct formal observation #1 (App. G) and provide feedback to SI.
TEAM CHECKLISTS (SEMESTER 4) TEACHING INTERNSHIP

**Student Intern (SI)**

**Prior to first week:**
___ Visit school. Meet CP and principal.
___ Attend OTE orientation to meet US and review requirements, receive material for CP.

**Week 1:**
___ Orientation to school and individual class.
___ Review student teaching program, semester class projects w/CP and US.
___ Observe and assist CP.
___ Team plan/teach.
___ Maintain Internship Notebook with lesson plans and observation reports.

Keep notebook current and give to US upon his/her arrival on site.
___ Keep log of hours (App.U-10).
___ Gradually assume greater responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc.
___ Confer with US as needed.
Schedule tentative site visit dates of US and confirm with CP.

**Weeks 2-12:**
___ Assume full responsibility for teaching. Continue to follow through on all requirements for student teaching.

**Cooperating Professional (CP)**

**Prior to first week:**
___ Plan for orientation of student intern to include all responsibilities related to teaching (parent conferences, faculty meetings, co-curricular activities).

**Week 1:**
___ Conduct orientation.
___ Review student teaching program, semester class projects w/intern and US.
___ Team plan and teach.
___ Fill out Cooperating Teacher Pay Form and send to OTE.

**Week 2:**
___ Gradually withdraw from teaching and presence in classroom. Allow student teacher to assume full responsibility of classroom.
___ Conduct weekly observation with written progress report (App. U-6) and feedback conference.
___ Confer daily with SI.
___ Conduct 1st formal observation of intern performance (App. U-7).

**Week 6:**
___ Conduct 2nd formal observation (App. U-7).
___ Mid-way conference – confer w/US and CP (App. U-1, U-2 or U-3) on intern performance to date.

**Week 11-12:**
___ Conduct 3rd formal observation (App. U-7).
___ Confer with SI and US on final evaluation of intern (App.U-1, U-2 or U-3).
___ Make sure all written observation reports are turned in to US.
___ Evaluate US using form provided and send to OTE.

**University Supervisor (US)**

**Prior to first week:**
___ Attend OTE orientation to receive folders, meet w/students and communicate expectations.
___ Contact CP (phone or visit) to clarify process.

**Week 1:**
___ Visit site for “Set the scene” observation. Make sure CP has folder w/necessary forms.
___ Remind SI to maintain Internship Notebook and keep log of work hours (App. U-10).
___ Set up formal observation #1 date, #2 date/mid-way conference meeting (3-way).

**Week 2:**
___ Review Internship Notebook
___ Conduct formal observation #1 (App. U-7) and provide feedback to SI.
___ Touch base with CP. Set up #2/mid-way conference date if you have not done so.

**Week 6:**
___ Conduct Observation #2 (App. U-7).
___ Mid-way conference – confer w/US and CP (App. U-1, U-2 or U-3).
___ Set up formal observation #3/Final eval.

**Weeks 11-12:**
___ Review Internship Notebook.
___ Conduct formal observation #3 and provide feedback to SI.
___ Confer with SI and CP on final evaluation (App. U-1, U-2 or U-3).
___ Give SI evaluation forms for site and US.
___ Total log of SI’s hours (App. U-10) and assign grade.
___ Return folder (w/App. U-10, U-7 – 2 done by CP, 2 done by US, App. U-1, U-2 or U-3) to OTE by due date.
___ Submit travel voucher to OTE.
TEAM CHECKLISTS (SEMESTER 4) NON-TEACHING INTERNSHIP

**Student Intern (SI)**

**Prior to first week:**
- Visit agency. Meet CP.
- Attend OTE orientation to meet US and review requirements, receive material for CP.

**Week 1:**
- Orientation to agency.
- Develop goals and objectives with CP and US.
- Team plan.
- Maintain Internship Notebook with goals, objectives, strategies and timelines. Keep notebook current and give to US upon his/her arrival on site.
- Keep log of hours (App U-10).
- Gradually assume greater autonomy for meeting goals and objectives. Participate in relate parent conferences, meetings, staff development, etc.

Confer with US as needed. Schedule tentative site visit dates of US and confirm with CP.

**Weeks 2-12:**
- Assume full responsibility for meeting goals and objectives.

**Cooperating Professional (CP)**

**Prior to first week:**
- Plan for orientation of student intern to include all responsibilities related to teaching (parent conferences, faculty meetings, co-curricular activities).

**Week 1:**
- Conduct orientation.
- Review student teaching program, semester class projects with intern and US.
- Team plan and teach.
- Fill out Cooperating Professional Pay Form and send to OTE.

**Week 2:**
- Gradually withdraw from teaching and presence in classroom. Allow student to assume full responsibility of classroom.
- Conduct weekly observation with written report (App. U-6) and feedback conference.
- Confer daily with SI.
- Conduct 1st formal observation of intern performance (App. U-9)

**Week 6:**
- Review goals and objectives and determine if timelines are currently being met.
- Mid-way conference – confer w/SI and US (App. U-4) on intern performance to date.

**Week 11-12:**
- Confer with SI and US on final evaluation of intern (App. U-4)
- Make sure all written progress reports are turned in to US.
- Evaluate US using form provided and send to OTE.

**University Supervisor (US)**

**Prior to first week:**
- Attend OTE orientation to receive folders, meet w/students and communicate expectations.
- Contact CP (phone or visit) to clarify process.

**Week 1:**
- Visit agency to develop goals and objectives for semester. Make sure CP has folder w/necessary forms.
- Remind SI to maintain Internship Notebook and keep log of work hours (App. U-10).
- Set up follow up supervisory visits and mid-way conference meeting (3-way).

**Week 2:**
- Review Internship Notebook.
- Conduct visit to review strategies and timelines for meeting goals and provide feedback to SI
- Touch base with CP. Set up mid-way conference date.

**Week 6:**
- Conduct visit to review student intern’s progress in meeting goals and objectives. (App. U-9)
- Set up final evaluation.

**Weeks 11-12:**
- Review Internship Notebook.
- Conduct final review of goals and objectives and student intern’s progress. Provide feedback to SI.
- Confer with SI and CP on final evaluation (App. U-4).
- Give SI evaluation forms for site and US.
- Total log of SI’s hours (App. F) and assign grade.
- Return folder (w/App. U-10, U-6 – 2 done by CP, 2 done by US, App. U-4) to OTE by due date.
- Submit travel voucher to OTE.
Cumulative record of experiences

- Family Story/Ethnography
- Conducts In-service
- Attends Professional Meeting
- Music Activity
- Attends Parent Conference
- Participates in Screening Activities
- Informal Assessment
- Dual Language Assessment
- Art Activity
- Observe Interdisciplinary Assessment
- Home Visit
- Attends In-service
- Small Group Activity
- Visits Other Sites
- IFSP/IEP Development
- Thematic Unit
- Formal Assessment
- Family/Community Project
- Dramatic Activity
- Attend PTA Meeting
THE PROFESSIONAL DEVELOPMENT PORTFOLIO

Portfolio Guidelines: UTEEM Early Childhood Program

The UTEEM Early Childhood Program prepares you to work with culturally, linguistically, and ability diverse young children and their families in a variety of community settings. The learning processes used in UTEEM require ongoing self-reflection and self-assessment and integration of theory and practice through university-based seminars that are continuously linked to internships. As you proceed through the program, you will be developing a portfolio that will demonstrate your competence in the theory and practices required for entry into the profession of early care and education. Faculty and university supervisors will work with you on an ongoing basis to support reflection and self-evaluation. You will have two opportunities for formal feedback on your portfolio: mid-way through the program in your first summer, and at the end of the program prior to graduation. The mid-way evaluation allows you to consider what you have been learning, to set goals for yourself, and to receive feedback from faculty.

The final portfolio is a culminating experience of the program and allows you to demonstrate how you have integrated the experiences of the program into your personal and professional practice. It also serves as a performance based assessment measure for the UTEEM Early Childhood Program and the Graduate School of Education. We expect that constructing your portfolio will be a learning experience. We expect that your portfolio will enable you to consider yourself as a learner and future teacher. We further expect that your portfolio will demonstrate the ways in which you have integrated key understandings about culturally, linguistically, and ability diverse young children; your understandings about families and communities; and your understandings about planning and implementing supportive learning opportunities for young children. We further expect that your portfolio will reflect what meaning you have made of the integrated perspective and the ways in which the UTEEM reflective teaching strategies have influenced your understandings and your practices.

We consider the development of a portfolio to be an individualized and personal process, so we expect that no two portfolios will look alike. Each portfolio should create a robust picture of you as a learner/thinker, reflect your achievements, as well as the process by which you came to them. This means that your reflections and documents might include some challenges as well as some successes. This also means that you will be selective in what you include. The portfolio is not a file cabinet of everything you have done. It is a sampling of assignments, products, and reflections that document your learning journey and demonstrates that you have achieved the competencies expected of a beginning teacher of young children. We hope that the following guidelines will help you create an effective portfolio.

I. Resume and Career Goals

Include a resume and a statement of your goals for yourself as a future teacher of young children. This serves as a brief introduction to “who you are” and should appear in front of the Table of Contents.
II. Annotated Table of Contents

This section of the portfolio should be reader-friendly, enabling reviewers to find materials easily. The Table of Contents should make it clear to a reader that you have organized materials carefully and logically. Annotations should provide a brief overview of the information to be found in each section and should be no longer than a three-sentence paragraph.

III. Introductory Statement of Guiding Principles

This will reflect your understanding at the point of submission, recognizing that the experiences in the first year focus on infants, toddlers, and preschoolers. The statement at the end of the program will be fuller and demonstrate increased understanding of children and families, as well as a broader policy and philosophical understanding.

This portion of your portfolio should describe your emerging guiding principles for working with culturally, linguistically, and ability diverse young children and their families. It should provide a reflective picture of you as a learner, and an understanding of how you integrated the knowledge, skills and experience you gained through your UTEEM program. Your introduction should contain insights about themes and connections you have found among texts, ideas, theories and experiences to date. It should explain how and why these are significant to you and the process by which they all came together for you. Identify specific readings, theories, presentations, and models in early care and education that you have found to be especially important, meaningful or problematic to you and analyze why. Use specific examples to illustrate your points, including examples from your field experiences, and the many dilemmas you have faced.

Because the key to good reflection and self-reflection is analysis, strive to ask the question, “why?” Ask yourself, “Why did this touch me?” “What about my own previous experience influenced how I thought about this?” “What assumptions did I have about working with children and families?” “How were these assumptions challenged, changed or reinforced?” “What helped me to see things from another perspective?” “What still is hard for me?” “What do I still wonder?” In becoming critically reflective, we must also learn to speak about our practice and our lives in a way that is authentic and consistent. “Speaking authentically means that we are alert to the voices inside us that are not our own, the voices that have been deliberately implanted.” (Brookfield, 1995, p. 45).

Some of the following questions may assist you in being critically self-reflective:

(1) What parts of the UTEEM interdisciplinary conceptual framework have been most significant for you (i.e., challenging, pivotal), and why?
(2) What insights have you gained about multiple perspectives (including differences among the disciplines of special education, early childhood education, bilingual education, and multi-cultural education; aspects of gender,
culture, and family experience; and socio-cultural context)? How have these insights changed your beliefs and practices?

(3) How have you changed as a learner and what influenced that change? For example, as you look back on your early readings, papers, views expressed in class discussions, and you experience of UTEEM instructional strategies, what has changed and why? Your journals and dilemmas may be a good source of insight to respond to this.

(4) What has surprised you about what you have learned and why?

(5) How have your professional goals and practices changed and why?

(6) What questions remain unanswered for you as learner and teacher?

This section should read like a graduate paper and should be written in a scholarly style (i.e., APA format, use references, state your premise and provide support) and should be at least 10 pages. Be sure to include citations from all appropriate readings to date. For students who are doing this at the end of their program, include at least five additional readings. It is expected that all references provided will have been read by you and will be analyzed using your own words.

This paper will reflect your understanding at the point of submission, recognizing that the experiences in the first year focus on infants, toddlers, and preschoolers. The statement at the end of the program will be fuller and demonstrate increased understanding of children and families, as well as a broader policy and philosophical understanding.

IV. Professional Standards for Early Care and Education (from NAEYC and CEC).

Develop a detailed documentation and reflection that demonstrate your achievement of the key performance standards for teachers of culturally, linguistically, and ability diverse young children.

As a blended personnel preparation program, UTEEM student outcomes are derived from the professional standards of the National Association for the Education of Young Children, the Council for Exceptional Children, and the standards for Teachers of English to Speakers of Other Languages. You may organize the sections in a way that make the most sense for you. Consider, for example those areas that have been most meaningful for you or have posed the greatest challenge. However you order the sections, be sure that you address the large category areas that follow. These represent the standards from CEC, NAEYC, and TESOL.

Family and community relationships through a cultural lens
Child development and learning of culturally, linguistically, and ability diverse young children
Observing, documenting, and assessing to support children and families
Planning, preparation, and instruction
Learning environments
Technology
Individualization.
Please begin your discussion of each standard area with a brief discussion about that section/standard area and what you have come to see as its meaning for you as a future teacher. Discuss your own achievement in this area, your strengths, and your future goals for yourself. Be as analytical as possible. Provide specific documentation for each standard area, with annotations attached. Each section should include at least three examples from your classes, documentation and feedback from internships, and your reflection about the significance of the artifacts you have included. Why is this particular included? What significance does it hold for your learning? Over time how did your performance change? Why?

V. Internships and Field Based Learning

UTEEM is a hands-on field-based program. In about four pages, explain what the field-based component of the program has meant for you. What has been easy or hard? What have you learned from approaching learning through continuous field-based application of your classes? What have been the challenges and dilemmas? How well did your prior learning prepare you for learning through action? Provide specific examples and discuss changes over time?

VI. Instructional Routines, Collaborative Strategies, and Reflective Practices

UTEEM utilizes a variety of instructional routines and approaches that require reflection and collaboration. Discuss your understanding of the rationale for this approach and provide documentation from your experience that demonstrates what these have meant for you? What has been easy or hard? How well did your prior learning prepare you for these approaches? As you become a teacher, what learning do you expect to carry from them into your own practices?

VII. Afterwards and Summative Reflections

When you are completely finished with all of the prior components of the portfolio, please write a postscript of about two pages in which you discuss the process of creating your portfolio. What was the most surprising to you? What was hard? What did you learn that you hadn’t anticipated?

Final Notes: This should be a creative process. It gives us an opportunity to engage in authentic assessment of you in the same way you have learned to do with children. Be creative. Use photos, quotes, artifacts, brief jottings in ways that let us better understand your learning process and the competencies you have achieved.
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)

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

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

□ Outstanding       □ Satisfactory       □ Unsatisfactory

In the space below or on the back of this form, please add comments to explain any of your ratings, or to provide additional information about your student teaching/internship experience. Thanks for your cooperation.
George Mason University
Graduate School of Education
Student Teacher's/Intern's Evaluation of
Cooperating Teacher/Clinical Faculty

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

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

Student Teacher/Intern: ___________________________________________________ □Spring □Fall Yr______

(optional)

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

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

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

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

Evaluation of Program and Support Services

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix U-19

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)

Student Teacher/Intern: __________________________________________________________  ☐ Spring  ☐ Fall  Yr ____

University Supervisor: __________________________________________________________________________

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

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

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

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

☐ Outstanding  ☐ Satisfactory  ☐ Unsatisfactory

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