



## FAST TRAIN Programs

George Mason University  
College of Education and Human Development  
Graduate School of Education  
FAST TRAIN

**EDCI 790:**  
**International Education Student Teaching**  
**Spring 2015**  
**6 Credits**  
**January 21 – May 12**

**FIELDWORK COORDINATOR:**

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**PROFESSOR:**

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**Office:** 2603 Thompson Hall  
**Meeting Dates:** January 21 – May 12  
**Meeting Time:** online  
**Meeting Location:** online

**DESCRIPTION:** Intensive, supervised clinical experience for full semester in accredited schools, both at elementary and secondary levels. Students must register for appropriate section.

**PREREQUISITES:** Eligibility for student teaching requires:

1. Good academic standing
2. Satisfactory completion of all coursework in the licensure program
3. Submission of satisfactory scores on all prerequisite exams:
  - a. Praxis I tests for Reading, Writing, and Mathematics
  - b. Virginia Communication and Literacy Assessment (VCLA)
  - c. Virginia Reading Assessment (VRA) or Reading for Virginia Educators (RVE) (Elementary students only)
  - d. Praxis II (Elementary students only)
4. Completion of all endorsement hours (Elementary students only)

**NATURE OF COURSE DELIVERY:** This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning* under the guidance and supervision of a cooperating teacher, an on-site supervisor, and a university supervisor over a fifteen-week period. Assessment is conducted through performance-based assignments while in a P-12 classroom. Students will be engaged in cooperative learning, small group discussions, student-led teaching, videos, and reflection. Assessments and rubrics are provided in the Student Teaching Manual.

**LENGTH OF STUDENT TEACHING:** GMU requires a minimum of 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Students are expected to model the policies and regulations of the school in which they are student teaching. That includes timely arrival, attendance at faculty meetings, parent meetings/conferences, professional dress, participation in afterschool/evening events and all roles of a full-time teacher. Students are expected to complete the full semester of student teaching except in unusual circumstances. In such cases, the Director of Student and Faculty Services may approve early termination based on the recommendation of the university supervisor and cooperating teacher.

#### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Access to a scanner to scan and upload documents to Blackboard and TaskStream

**EXPECTATIONS FOR PARTICIPATION:** This online course is **not self-paced**. You will be expected to complete one module every week.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on **Mondays**, and **finish** on **Sundays**.

- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 2 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

**FORMAT FOR STUDENT TEACHING:** All students are placed in an accredited P-12 school for the duration of student teaching. Students should obtain a placement from the FAST TRAIN Field Coordinator well in advance of beginning student teaching. Student teachers in the ESOL program spend half of the student teaching period at the elementary grade level (K-6), and then switch to the secondary level (7-12). This often requires a change of school. Students in the Elementary program spend half of the semester at the K-3 level and half at the 4-6 level. This means there is a seven-week placement for each grade and a week transition/preparation in between placements.

In all cases, the student teacher begins by observing and co-teaching and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the

assignment, the student gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects. Student teachers are not yet credentialed and should never have sole responsibility for the students without a full-time teacher in the room. Student teachers should always progress at a rate appropriate to their preparedness to assume responsibility for instruction.

**LEARNER OUTCOMES:** Based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this course will enable students to:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students (Standard 1).
- Understand how children learn and develop and provide learning opportunities that support children's intellectual, social, and personal development (Standard 2).
- Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners (Standard 3).
- Understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (Standard 4).
- Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation (Standard 5).
- Use knowledge of effective verbal, nonverbal, and media communication techniques (including computers and other appropriate technology for a school setting) to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6).
- Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals (Standard 7).
- Understand and use formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner (Standard 8).
- Be a reflective practitioner who continually evaluates the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally (Standard 9).
- Foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being (Standard 10).
- Understand the teacher's responsibility to fulfill the legal requirements for recognizing, reporting, and responding to child abuse and neglect (Code of Virginia 22.1-298).

**GMU POLICIES AND RESOURCES FOR STUDENTS:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].  
Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and **inform their instructor, in writing, at the beginning of the semester** [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

**PROFESSIONAL DISPOSITIONS:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITTEMENT:** The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

**INCOMPLETE (IN):** This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

**GMU E-MAIL & WEB POLICY:** Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

**COURSE WITHDRAWAL WITH DEAN APPROVAL:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

**Integrity of Work:** FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. Lesson plans should be created *by you for your specific class*.

**PROFESSIONAL STANDARDS:** Student Teachers are expected to demonstrate their acquisition and ability to apply the following ACEI Standards for Elementary Candidates and the following TESOL Standards for ESOL Candidates at acceptable or target levels.

ACEI Standards	TESOL Standards
1.0 Development, Learning and Motivation	Domain 1: Language
2.0 Curriculum Standards	Domain 2: Culture
3.0 Instruction Standards	Domain 3: Planning, Implementing and managing Instruction
4.0 Assessment Standards	Domain 4: Assessment
5.0 Professional Standards	Domain 5: Professionalism

## COURSE REQUIREMENTS

### 1. Blog

Students will interact with other interns through a blog on Blackboard. Each student will be required to submit a blog post once per week describing his/her experiences in their classroom. This is meant to be a short, two to three paragraph update on the teaching experience. Each week will have a specific theme. (See schedule below). Feel free to keep it fun, but also share your struggles and epiphanies during your teaching experience. In this class, the week is defined as starting on Monday and ending on Sunday midnight (EST). **The first blog will be due by February 1<sup>st</sup> by 12 midnight (EST).**

### 2. Daily Lesson Plans

No instruction should occur without an approved lesson plan. The student teacher must provide daily lesson plans for review by the cooperating teacher. The format may be mutually determined by the student teacher and the cooperating teacher, but should include the elements shown in Appendices RM-3 and RM-4 of the Student Teaching Handbook. Lesson plans should also be kept in the journal to be viewed throughout the semester as a means of conducting evaluations by the cooperating teacher and on-site supervisor. **Due daily to your mentor teacher throughout the semester.**

### **3. Professional and Career Goal Plan**

Each student teacher will create a professional goal plan during the student teaching experience. The professional goal plan will be an articulation of the professional and career plans that the intern wants to focus on immediately, at the end of the internship experience, and long term. The plans are meant to be a way to think through next steps in one's professional development trajectory, but also as a way to engage in dialogue about options and opportunities that could help achieve each goal. Each student teacher will submit a preliminary professional goal plan to Blackboard on **February 15<sup>th</sup>** and a final professional goal plan and reflection on **April 26<sup>th</sup>**.

***\*\*Professional and Career Goal Template provided at the end of the syllabus.***

### **4. Hours Logs**

Each student will need to keep track of the hours that they are engaged in student teaching activities. The logs must be signed by the cooperating teacher, and all time columns should be correctly *tallied* before submission. Students will record hours in three categories: **Direct Teaching** (the time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student), **Indirect Teaching** (time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day), and **School-based Activities** (non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights). Signed hours logs need to be scanned/uploaded into Blackboard by midnight on the following dates: **First Placement: February 22<sup>nd</sup>, and March 22<sup>nd</sup>; Second Placement: April 19<sup>th</sup>, and May 12<sup>th</sup>.**

### **5. Bi-Weekly Progress Reports**

Each student will submit a progress report every two weeks (see Appendix ST-2 in the Student Teaching Manual). The student teacher will complete section 1 of the Progress Report detailing the teaching activities for the period. The cooperating teacher should then complete sections 2 and 3 of the form and sign it. The student teacher then submits the form to Blackboard. Signed and dated progress reports need to be scanned/uploaded into Blackboard by midnight on the following dates: **First Placement: February 8<sup>th</sup>, February 22<sup>nd</sup>, and March 8<sup>th</sup>; Second Placement: April 5<sup>th</sup>, April 19<sup>th</sup>, and May 3<sup>rd</sup>.**

### **6. Formal Observations**

Student teachers must be observed at least 4 times during their placements by both the Cooperating Teacher and the On-Site Supervisor; two times in the first placement and two times in the second placement. The evaluation form for ESL student teachers is provided in the Student Teaching Handbook under “Appendix ESL”, and the evaluation form for elementary teachers is provided under “Appendix Elementary”. **Due by midnight the following dates: First Placement: February 22<sup>nd</sup> and March 22<sup>nd</sup>; Second Placement: April 19<sup>th</sup> and May 12<sup>th</sup>.**

## **7. Classroom Videos and Reflections**

Student teachers should video record a lesson four times, two times during the first placement and two times during the second placement. After recording, the student teacher should review the video and locate **four segments** of approximately **5 minutes** each that show: 1) an anticipatory set in which the lesson is introduced and prior knowledge is engaged, 2) a sample of engaging students in a student centered activity, 3) a sample of something that went particularly well during the lesson, and 4) a sample of something that you could improve upon in the lesson.

For each segment, the student should craft a paragraph (minimum) reflection in which the video segment is described and the episode is reflected upon. The reflection should include the following: what is happening in the clip, why the clip was chosen, what this clip represents in your teaching, things you notice about your teaching from the clip, and what strengths and weaknesses you might have observed in yourself through this clip. The four clips (NOT THE ENTIRE VIDEO) should be uploaded into TaskStream. *Each clip* should be accompanied by a written reflection. The video clips and reflections will be due on the following dates: **First placement: March 1<sup>st</sup> and March 15<sup>th</sup>; Second placement: April 12<sup>th</sup> and May 3<sup>rd</sup>.**

## **8. Student Teaching Evaluation Form**

At the end of each placement, the cooperating teacher and the on-site supervisor will complete a final student teaching evaluation. This form is identical to the formal observation forms, but it is meant to be an evaluation of your *entire* student teaching placement rather than just one lesson. These forms will be due by **March 22<sup>nd</sup> and May 12<sup>th</sup>.**

## **9. Summary of Placement, Supervisors, Hours, and Final Grade**

At the end of each placement, the cooperating teacher and the on-site supervisor will complete a summary of placement form summarizing your placement experience. The form will then be scanned and uploaded onto Blackboard by the student. These forms will be due by **March 22<sup>nd</sup> and May 12<sup>th</sup>.**

## CLASS SCHEDULE

**Key:**

Blue = Blog topic for the week

- = What must be uploaded to Blackboard by the end of the week

*Red* = Items that need to be emailed directly to Leslie Silkworth

*GREEN* = Important notes

Weekly Schedule	Assignment
<b>WEEK 1</b> Beginning of Placement - February 1	<p>Blog Topic 1: Describe the classroom, school, students and your goals for the 1<sup>st</sup> student teaching experience placement.</p> <p><i>REVIEW SYLLABUS AND DEADLINES WITH COOPERATING TEACHER.</i></p>
<b>WEEK 2</b> February 2 - February 8	<p>Blog Topic 2: Describe the most interesting or most exciting lesson that you have either seen your mentor teacher do or that you have been involved in doing yourself thus far.</p> <ul style="list-style-type: none"> <li>• Submit first Bi-Weekly Progress Report</li> </ul>
<b>WEEK 3</b> February 9 - February 15	<p>Blog Topic 3: Discuss challenges you have experienced in your teaching placement thus far.</p> <ul style="list-style-type: none"> <li>• Submit Profession and Career Goal Plan</li> </ul>
<b>WEEK 4</b> February 16 - February 22	<p>Blog Topic 4: Discuss what has surprised you the most about your student teaching experience.</p> <ul style="list-style-type: none"> <li>• Submit second Bi-Weekly Progress Report</li> <li>• Submit first Log of Hours</li> <li>• Submit Teacher Evaluation Form – Observation 1</li> </ul>
<b>WEEK 5</b> February 23 - March 1	<p>Blog Topic 5: Share ways you differentiated your lessons to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>• Submit first set of video clips and reflections</li> </ul>
<b>WEEK 6</b> March 2 - March 8	<p>Blog Topic 6: Post a lesson plan you taught this past week and reflect on that experience.</p> <ul style="list-style-type: none"> <li>• Submit third Bi-weekly report.</li> </ul>
<b>WEEK 7</b> March 9 - March 15	<p>Blog Topic 7: Reflect on your first placement experience.</p> <ul style="list-style-type: none"> <li>• Submit second set of video clips and reflections</li> </ul> <p><i>*Submit Student Teacher's Evaluation of Student Teaching Process – to Leslie</i></p> <p><i>*Cooperating Teacher's Evaluation of Student Teaching Process – to Leslie</i></p> <p><i>*On-Site Supervisor's Evaluation of Student Teaching Process – to Leslie</i></p>
<b>WEEK 8</b> March 16 -	<p>No blog this week. Get ready for the next placement!</p> <ul style="list-style-type: none"> <li>• Submit second Log of Hours</li> <li>• Submit Teacher Evaluation Form – Observation 2</li> </ul>

March 22	<ul style="list-style-type: none"> <li>• Submit Summary of Placement, Supervisors, Hours, and Final Grade</li> <li>• Submit Student Teaching Evaluation Form for Elementary Education Students – or ESL Education Students</li> </ul>
<b>WEEK 9</b> March 23 - March 29	<p>Blog Topic 8: Describe classroom, school, students and your goals for the 2<sup>nd</sup> student teaching experience placement.</p> <p><b>REVIEW SYLLABUS AND DEADLINES WITH COOPERATING TEACHER.</b></p>
<b>WEEK 10</b> March 30 - April 5	<p>Blog Topic 9: Discuss challenges thus far in your second placement.</p> <ul style="list-style-type: none"> <li>• Submit fourth Bi-Weekly Progress Report.</li> </ul>
<b>WEEK 11</b> April 6 - April 12	<p>Blog Topic 10: Post a lesson plan you taught this past week and reflect on that experience.</p> <ul style="list-style-type: none"> <li>• Submit third set of video clips and reflections</li> </ul>
<b>WEEK 12</b> April 13 - April 19	<p>Blog Topic 11: Discuss the similarities and differences between your two placements.</p> <ul style="list-style-type: none"> <li>• Submit fifth Bi-Weekly Progress Report</li> <li>• Submit third Log of Hours</li> <li>• Submit Teacher Evaluation Form – Observation 3</li> </ul>
<b>WEEK 13</b> April 20 - April 26	<p>Blog Topic 12: Discuss what you know now that you wish you would have known at the beginning of your student teaching experience.</p> <ul style="list-style-type: none"> <li>• Submit Professional and Career Goal Plan</li> </ul>
<b>WEEK 14</b> April 27 - May 3	<p>Blog Topic 13: What are you most looking forward to as you complete your student teaching experience and prepare to start teaching in a classroom of your own?</p> <ul style="list-style-type: none"> <li>• Submit sixth Bi-Weekly Progress Report</li> <li>• Submit fourth set of video clips and reflections</li> </ul> <p><i>*Submit Student Teacher's Evaluation of Student Teaching Process – to Leslie</i></p> <p><i>*Cooperating Teacher's Evaluation of Student Teaching Process – to Leslie</i></p> <p><i>*On-Site Supervisor's Evaluation of Student Teaching Process – to Leslie</i></p>
<b>WEEK 15</b> May 4 - May 12	<p>No blog this week. Prepare final paperwork for submission.</p> <ul style="list-style-type: none"> <li>• Submit fourth Log of Hours</li> <li>• Submit Teacher Evaluation Form – Observation 4</li> <li>• Submit Summary of Placement, Supervisors, Hours, and Final Grade</li> <li>• Submit Student Teaching Evaluation Form for Elementary Education Students – or ESL Education Students</li> </ul>

## **Grading -- GRADING POLICY**

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory/Passing), NC (No Credit/Fail), or IP (In Progress) in accordance with GMU policy for student teaching and GSE policy for counseling and administrative internships
2. The cooperating teacher(s) and the university supervisor shall determine the interim and final grades jointly after consultation. If they cannot agree, the Director of Student and Faculty Services will determine the grade based on a review of the documentation and, in some cases, observation of the student teacher's performance.
3. A graduate student teacher who receives a No Credit grade will not be recommended for teacher licensure unless he/she repeats all or part of the experience 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.) Permission for repeating the student teaching experience must be applied for and granted by the university.
4. Any 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 upon completion of requirements - usually before the beginning of the next semester.
5. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

## APPENDIX

### PLACEMENT PAPERWORK

There is a wide variety of paperwork that is completed throughout the teaching placements. All the forms can be found in the student teaching manual. In this section, all the paperwork addressed in the STUDENT TEACHING MANUAL is explained, with assigned due dates.

**\*\*PLEASE** note, some of the forms are compilation forms, meaning that you and your cooperating teacher – or the cooperating teacher and the on-site supervisor – will work together to fill out the same form. Each appendix is explained below, for clarity of understanding the handbook. The paperwork required for Student Teaching must be posted to Blackboard unless otherwise noted. Students are required to have access to a scanner to post signed and dated evaluation forms.

#### FORMS FOR STUDENT TEACHERS

##### **Appendix ST-1: Log of Hours (*For Student Teachers to Use*)**

Student teachers must keep a daily log of hours. The logs must be signed by the cooperating teacher, and all time columns should be correctly tallied before submission. The logs of hours are kept in the journal/portfolio and scanned and submitted to Blackboard four times throughout the semester. They are due by midnight of the following dates: **First Placement: February 15<sup>th</sup>, and March 22<sup>nd</sup>; Second Placement: April 19<sup>th</sup>, and May 12<sup>th</sup>.**

##### **Appendix ST – 2: Bi-Weekly Progress Reports (*For Student Teachers to Use*)**

The student teacher completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to Blackboard. Signed and dated progress reports need to be scanned/uploaded into Blackboard by midnight on the following dates: **First Placement: February 8<sup>th</sup>, February 22<sup>nd</sup>, and March 8<sup>th</sup>; Second Placement: April 5<sup>th</sup>, April 19<sup>th</sup>, and May 3<sup>rd</sup>.**

##### **Appendix ST – 3: Student Teacher's Evaluation of Student Teaching Process (*For Student Teachers to Use*)**

The student teacher should complete the evaluation of the student teaching process twice during the semester: once at the end of the first placement and once at the end of the second placement. This form will be emailed directly to Leslie Silkworth, [lsilkwor@gmu.edu](mailto:lsilkwor@gmu.edu), and not submitted to Blackboard. These forms will be due by **March 15<sup>th</sup> and May 3<sup>rd</sup>.**

## **FORMS FOR COOPERATING TEACHERS**

### **Appendix CT – 1: Summary Observation Report (*For Cooperating Teachers to Use*)**

This form is meant as a tool for the cooperating teacher to use during informal teaching observations, to help guide the student in his/her teaching development. It is ideal for a cooperating teacher to complete at least four (4) of these throughout the placement. These forms do not need to be submitted to on Blackboard.

### **Appendix CT – 2: Bi-Weekly Progress Report (*For Cooperating Teachers to Use*)**

The student teacher completes section 1 of the Progress Report once every two weeks, gives it to the cooperating teacher for completion of sections 2 and 3, and then submits it to Blackboard. Signed and dated progress reports need to be scanned/uploaded into Blackboard by midnight on the following dates: **First Placement: February 8<sup>th</sup>, February 22<sup>nd</sup>, and March 8<sup>th</sup>; Second Placement: April 5<sup>th</sup>, April 19<sup>th</sup>, and May 3<sup>rd</sup>.**

### **Appendix CT – 3: Summary of Placement, Supervisors, Hours, and Final Grade (*For Cooperating Teachers to Use*)**

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student. These forms will be due by **March 22<sup>nd</sup> and May 12<sup>th</sup>.**

### **Appendix CT – 4: Cooperating Teacher's Evaluation of Student Teaching Process (*For Cooperating Teachers to Use*)**

The cooperating teacher should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, [lsilkwor@gmu.edu](mailto:lsilkwor@gmu.edu), and not submitted to Blackboard. These forms will be due by **March 15<sup>th</sup> and May 3<sup>rd</sup>.**

## **FORMS FOR ON-SITE SUPERVISORS**

### **Appendix OS – 1: Summary of Placement, Supervisors, Hours, and Final Grade (*For On Site Supervisors to Use*)**

The cooperating teacher will complete this form at the end of the student's placement, in conjunction with the on-site supervisor, if appropriate. The form will then be scanned and uploaded onto Blackboard by the student. These forms will be due by March 22<sup>nd</sup> and May 12<sup>th</sup>.

### **Appendix OS – 2: On-Site Supervisor's Evaluation of Student Teaching Process (For On Site Supervisors to Use)**

The on-site supervisor should complete the evaluation of the student teaching process at the end of the placement. This form will be emailed directly to Leslie Silkworth, [lsilkwor@gmu.edu](mailto:lsilkwor@gmu.edu), and not submitted to Blackboard. These forms will be due by March 15<sup>th</sup> and May 3<sup>rd</sup>.

## **FORMAL OBSERVATION FORMS FOR COOPERATING AND ON SITE SUPERVISORS**

### **Appendix Elementary: Student Teaching Evaluation Form for Elementary Education Students (For Cooperating Teachers and On Site Supervisors to Use)**

This is the official observation and feedback form for elementary education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons officially observed) **AND** at the end of the student teacher's independent teaching. You will therefore have six total throughout the teaching placement: two formal observations in the initial placement (**due February 22<sup>nd</sup> and March 22<sup>nd</sup>**), two formal observations in the second placement (**due April 19<sup>th</sup> and May 12<sup>th</sup>**), a final evaluation at the end of your first placement (**due March 22<sup>nd</sup>**), and a final evaluation at the end of your second placement (**due May 12<sup>th</sup>**). For the formal observations, only the specific lesson being observed should be considered in marking the form; for the final evaluation, the whole of the student teacher's experiences should be considered.

### **Appendix Elementary: Student Teaching Evaluation Form for ESL Education Students (For Cooperating Teachers and On Site Supervisors to Use)**

This is the official observation and feedback form for ESL education students. This form is to be used by the cooperating teacher and on-site supervisor should use for the **formal observations** (when the lessons officially observed) **AND** at the end of the student teacher's independent teaching. You will therefore have six total throughout the teaching placement: two formal observations in the initial placement (**due February 22<sup>nd</sup> and March 22<sup>nd</sup>**), two formal observations in the second placement (**due April 19<sup>th</sup> and May 12<sup>th</sup>**), a final evaluation at the end of your first placement (**due March 22<sup>nd</sup>**), and a final evaluation at the end of your second placement (**due May 12<sup>th</sup>**). For the formal observations, only the specific lesson being observed should be considered in marking the form; for the final evaluation, the whole of the student teacher's experiences should be considered.

The remainder of the appendices provides sample forms for your use. Please note, Appendix RM -5 Video Recording Release Form is provided in order to ensure that you have permission for the videotaping in your school. **You must have signed permission forms prior to**

**completing any videotaping.** Many schools have widely different standards that need to be met in order to videotape; it is your responsibility to adhere to any additional specific standards of your school.

### **Professional Goals Plan Template**

Goal Description	Why the goal was chosen?	How will you strive to achieve this goal?	What assistance do you think would be helpful in moving you forward in achieving this goal?